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ABSTRACT

This is the final report of the Cycle 8 Teacher Corps Project of the University of Iowa. The project was designed for 20 bilingual interns, all third and fourth year undergraduates. The cooperating teachers were selected upon the recommendation of local superintendents and principals. The planning period of the program was August 1973 to May 1974. The interns completed their preservice in August 1974 and immediately began the inservice period working in various communities. Each intern experienced working in both the lower and upper elementary grades. During the inservice, the interns were involved in developing proposals for cummunity projects. During the 1975 summer session, they completed all work required for the bachelor's degree and/or certification. As a result of the project, competency-based and field-based teacher training programs were seen to be viable approaches to teacher education. The project appeared to have an impact on the schools and communities served. (Appended to this report are an excerpt from "An Analysis of Extended Planning Periods for Teacher Corps Projects;" module clusters; a list of advisory committee members, interns, and cooperating teachers; orientation activities; grading procedures and an evaluation form; a letter of explanation regarding Teacher Corps grading procedures; faculty summaries of Teacher Corps modules; and program evaluation forms.) (RC)

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FINAL REPORT

CYCLE 8 TEACHER CORPS PROJECT

September, 1973 to August, 1975

BEST COPY AVAILABLE

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THE UNIVERSITY OF IOWA TEACHER CORPS

FINAL REPORT

Introduction

In responding to the invitation to apply for an Eighth Cycle Teacher Corps Project and following the acceptance of the concept paper, the Project Director met several times with University of Iowa personnel, community representatives, teachers, and administrators of the local schools. These meetings were held in diverse settings from the office of the Dean of the College of Education to a basement meeting in an Iowa City restaurant to a migrant center in Muscatine. In each case, the following question was asked: "Within the Teacher Corps setting as we have described it to you, what training should prospective teachers be given to make them successful teachers of Chicano children as well as of all children in the regular classroom?"

The working assumptions from which the program was designed are as follows:

1. Children are best taught in the mainstream of education; that is, a child should be kept in the regular classroom for maximum education.

2. Teachers must have an understanding of the background, culture, language, and needs of the students they teach.

3. A student teacher learns best when learning takes place through experience rather than by being taught in a classroom away from children.

4. A teacher must be able to work with the people in the community in order to be effective.

5. Training of the teacher is best when much of it is done in the field by University personnel in cooperation with the community, school personnel, and allied agencies.

In meetings with community people, the following needs were noted and incorporated into the design of the program:

1. The first three years of schooling are most important (kindergarten through two). Student teachers must have intensive experiences with children of this age in school and nonschool activities. Emphasis at this level should be on the maintenance of the native language (Spanish) while introducing the second language (English). Furthermore, an understanding of the language, customs, families, and needs of the Spanish-speaking children should be included in the regular classrooms.

2. A greater understanding of the community is required of student teachers.

3. A teacher should actively work with parent groups to increase their participation in school and community activities.

4. There is a need to develop inservice programs for local high schools that will ease the transition from elementary to secondary schools.

5. There is a further need to develop curriculum in the schools which will more effectively meet the needs of the Spanish-speaking community.

With those assumptions, the Teacher Corps began the planning stage on August 27, 1973.

Planning Period

(August 27, 1973 to May 31, 1974*)

The following activities occurred during the nine-month planning period:

Module Development

The Teacher Corps Faculty met regularly to complete the development of modules and to prepare for instruction during the preservice period. (See Appendix B for outline of Module Clusters.)

Community Involvement in the Teacher Corps Project--Faculty and Staff Visitations

Teacher Corps faculty and staff visited the communities to discuss the project with parents and other members of the community. The meetings were an attempt to make the faculty more aware of the concerns of the community with regard to the education of its children. At the same time, the visits gave the members of the community the opportunity to learn more about the Teacher Corps and its objectives in teacher training.

Advisory Committee

The Teacher Corps Advisory Committee, comprised of representatives from each community and agency involved in the project, met once per month during the planning period. The meetings provided the opportunity for the members to make recommendations on behalf of the agencies or communities they represented. (See Appendix C for list of Advisory Committee Members.)

*Houston, W. R., Hall, G., & Licata, W. An analysis of extended planning periods for Teacher Corps projects, Contract No. OEG-0-73-1290 (489). The University of Houston: Texas Professional Development Center, January, 1975. (See Appendix A.)

Community Coordinators

The design of the Teacher Corps Project allowed for one community coordinator from each of the four communities. The rate of pay was on a quarter-time basis for each coordinator. Originally, coordinators were chosen from Davenport and Columbus Junction with the other two communities unable to select coordinators. Mrs. Phyllis Fillers, the coordinator from Davenport, resigned on January 1, 1975.

Recruitment of Team Leaders

A team leader was chosen from each of the four communities. School administrators were primarily responsible for seeking out interested teachers for team leader positions. Teacher Corps staff met on several occasions to discuss objectives of the program, the role of the team leader, and the role of the intern in the school and community.

Applicants for team leader positions were interviewed by a panel representing Teacher Corps, the schools, the local communities, and the LEA (Muscatine-Scott County School System). Final selection of team leaders took place on April 4, 1974.

Recruitment of Interns

The Project was designed for twenty bilingual interns, all third and fourth year undergraduates. All interns were interviewed by a selection panel and were selected by May 1, 1974. Preservice started on June 3, 1974. (See Appendix D for list of Interns.)

Selection of Cooperating Teachers

The cooperating teachers were selected upon the recommendation of local superintendents and principals. (See Appendix E for list of Cooperating Teachers.)

Preservice and Inservice

The University of Iowa Teacher Corps completed the preservice on August 16, 1974. During the months of June and July, the interns were involved in the following:

1. Completing those courses required by The University of Iowa for graduation.

2. Undertaking a sequence of Teacher Corps modules to complete the selection process. No interns were deselected.

During August, 1974, the interns moved into assigned communities. In two communities, orientation activities were the primary responsibility of the community coordinators. In Muscatine and West Liberty, the two communities that never selected coordinators, the team leaders took most of the responsibility for orientation activities. The activities designed to orient the interns to the communities are listed in Appendix F.

Inservice began on August 19, 1974, with the interns and team leaders participating in the various pre-school year meetings with each school district. The interns were given assignments in several elementary schools in Columbus Junction, Davenport, Muscatine, and West Liberty. The assignments of the interns in the schools were such that each intern would experience working in the lower elementary grades (kindergarten through three) and the upper grades (four through six). An example of the assignments for the sixteen-week fall period is as follows.

During the first eight weeks, the interns were assigned to one of the grades kindergarten through three on a half-day basis. For the second eight weeks, the interns were then assigned to one of the grades four through six on a half-day basis. During the spring semester, the

interns were given the opportunity to state a community and grade preference. The interns worked on a half-day basis during the first eight weeks. Beginning March 24, 1975, the interns began the full-day practicum which lasted until May 16.

The University instruction began in September, 1974, on a twice-a-week basis. A location central to the four communities and Iowa City was chosen for instruction. The interns and faculty traveled to the L. L. Pickett School in Muscatine on Tuesdays and Thursdays. The instruction was entirely field-based. No instruction during inservice took place on The University of Iowa campus. All modules were designed in a competency-based format.

During the inservice, the interns were involved in developing proposals for community projects. The proposals were funded in March, 1975.

Internship

Goals

1. Successful experience in both lower and elementary grades.
2. Successful experience with Spanish-speaking children.
3. Successful experience in community activities.
4. Involvement in the development of an ongoing community project.
5. Successful completion of competency-based instructional modules.
6. Awarding of an undergraduate degree and/or certification in elementary education.

Discrepancies Between Original Design and Operation

Problem. Originally, the number of schools in which interns were placed in Davenport was four. Because of the large size of Davenport, the number of schools created a problem in effective supervision for the team leader. With four schools, too much time was spent in traveling from school to school, the impact of the interns on one particular school was not as great, and the formation of the team concept was virtually impossible with the interns spread out. In Muscatine, the interns were originally spread out over three schools, thus creating the same problem.

Remediations. The number of schools in which the interns were placed in Davenport was reduced to two for the second eight-week period of the fall semester. In Muscatine, the number of schools was also reduced to two. In operation, this design proved more sensible in that it provided the opportunity for more effective supervision by the team leader. It also gave greater visibility to the interns in a particular school, and it provided more opportunity for the interns and team leader to work as a team.

Problem. Because of the nature of the Davenport School District, it was difficult to provide adequate experience in working with the Spanish-speaking child. Although the interns had the experience of working in an urban, largely Black setting, the experience was not as originally designed.

Remediations. The interns were encouraged to visit English-as-a-Second Language classes in the Davenport schools and to visit other settings which would enable them to gain additional experience in working with the Chicano child. No additional experience was required.

Instructional Program

Goals

1. To meet on a twice-a-week basis to deliver competency-based instruction.

2. To provide an entirely field-based instructional design.

3. To encourage faculty members to visit the interns in their elementary school classroom.

The areas covered in the instruction are as follows:

1. Human Relations: Knowledge of Self
2. Human Relations: Interpersonal Relationships
3. Schools and Communities
4. Curriculum and Learning Theory
5. Classroom Management
6. Teaching Skills and Methodology (includes student teaching)
7. Bilingual-Bicultural Studies
8. Understanding Individual Differences

(See Appendix B for Module Cluster outlines.)

Training for Working with Children (in Regular Classrooms) Who Have Learning and Behavioral Difficulties

Because of the input of four staff members with special education backgrounds, it was our intent to design an instructional program which had as its basis the training of teachers capable of working with children with a variety of needs and backgrounds. The approach of the faculty instruction has been to not have a separate "exceptional child" component

but rather to emphasize the need for different teaching strategies for children with different needs.

Dr. Stan Deno of The University of Minnesota visited The University of Iowa Teacher Corps Project in November, 1974. Basically, his findings were that a more overt effort should be made by the faculty to teach interns about the resources available to assist exceptional children. The faculty members were informed of his suggestion and were asked to address themselves to this in their teaching.

Evaluation of Interns

Staffing of interns occurred at regular intervals throughout the internship. During the internship, each intern had a list of all objectives to be completed for each module. As modules were completed, grades were entered in the interns' files, providing a method of monitoring their progress in completing objectives, modules, and module clusters. Grades for the module clusters will appear in the transcripts. The student teaching grade, a major part of the "Teaching Skills and Methodology" cluster, was determined jointly by team leaders, cooperating teachers, and faculty. (See Appendix G for Grading Procedures and Evaluation Form.)

Grievance Committee

A grievance committee consisting of faculty, interns, and staff was formed early in the internship to provide a means of airing problems and working on solutions.

Summer Session, 1975 (Terminal Summer)

During the summer session of 1975, the interns completed all work required for the bachelor's degree and/or certification. This includes University of Iowa core courses and Teacher Corps modules.

Steering Committee

The committee functioned in the manner for which it was designed. Suggestions and decisions were made regarding:

1. management of project,
2. assignment of interns,
3. interns' progress in the schools and communities, and
4. participation in the writing of progress reports and the final report.

Role of the Institution of Higher Education (IHE)

1. To provide release time for faculty participation in the Teacher Corps Project.
2. To serve as a fiscal agent of the Teacher Corps Project in conjunction with the LEA.
3. To encourage institutional change.
4. To provide input into the Advisory Committee.
5. To provide the facilities for the Teacher Corps offices.

The IHE functioned in its intended role. All Teacher Corps faculty are full-time teaching staff at The University of Iowa. Several of the faculty members who contributed to the development of the Teacher Corps instructional modules have indicated a desire to change the format of

their instruction (in classes other than Teacher Corps) because of the positive results of the CBTE approach.

Because the CBTE format in the Teacher Corps program was not consistent with the semester system of the University, exceptions were made by the Registrar for grading. Grades on module clusters were reported on transcripts upon completion of all modules in the cluster. (See letter of explanation in Appendix H.)

The program design for the undergraduate degree and certification had full support from the Dean of the College of Education.

Role of the State Education Agency (SEA)

1. To approve the teacher certification program of the Teacher Corps.

2. To grant certification to all interns who have completed the program.

The SEA functioned as originally planned.

Role of the Local Education Agency (LEA)

(Muscatine-Scott County School System, Davenport, Iowa)

1. To serve as a fiscal agent for the Teacher Corps Project beginning August 19, 1974, in cooperation with the IHE.

2. To provide an LEA coordinator to work with the Teacher Corps.

3. To be represented on the Advisory Committee.

The role of the LEA remained the same as originally designed.

Impact of the Teacher Corps Project on The University of Iowa

(Prepared by Teacher Corps Staff Members)

As a result of the Cycle 8 Teacher Corps Project, there is more of a commitment on the part of some faculty members in the teacher education program to provide students with a competency-based program. This is reflected in the way individual courses are organized.

There is also a strong commitment on the part of some teacher education faculty closely related to the Teacher Corps Project to provide students with more field-based experiences which would accompany regular on-campus course work.

These modifications are particularly noticeable in the special education teacher training program and in the remedial reading program.

Competency-based and field-based teacher training programs are clearly viable approaches. Students find them to be much more relevant. They are more aware of the necessity for learning a variety of teaching competencies.

Impact of the Teacher Corps Project on the Schools

(Prepared by Teacher Corps Staff, School Officials, and Teachers)

Advantages Accrued to the Schools as a Result of Teacher Corps

1. The interns served as liaisons between the school and the Chicano community. They increased the number of personnel available to work between Spanish-speaking homes and the school.

2. The interns were utilized as additional personnel in the classroom to better facilitate small group and individual instruction.

3. The interns provided new and interesting ideas, viewpoints, and materials. They also served as additional resources to offer suggestions in problem-solving situations.

4. The interns were able to provide special help with Spanish-speaking students. Teachers learned Spanish phrases which they can continue to use in their classrooms.

5. The Teacher Corps program provided a greater awareness of the Chicano culture and the needs of the Chicano children in the schools.

6. The interns helped improve the self-image of some children. This was done through various means such as behavior modification, general classroom contact, and Spanish language instruction.

7. Due to the frequent visits by Teacher Corps faculty, the school staff had opportunities to communicate with University personnel.

Ways in Which Educational Opportunities for Children Were Increased as a Result of Teacher Corps

The greatest opportunities were available to those Spanish-dominant students who greatly benefited from bilingual help provided by the bilingual interns. General educational opportunities for the student bodies were enhanced by the presence of the Chicano interns in the schools and the realization that Chicanos can assume positions of responsibility. The interns also conducted special classroom projects to highlight the Chicano culture and the Spanish language. These were beneficial to all students.

The students in the interns' classrooms benefited from the use of a wide variety of media, resource personnel, and materials.

Because of Teacher Corps, two cooperating school districts hired bilingual teachers. The Davenport district conducted a needs assessment to help identify the needs of Spanish-speaking children in the elementary grades. The Davenport district is also making plans to introduce bilingual instruction in at least one primary classroom with the idea of adding an additional classroom next year. The Davenport interns were involved in initiating after-school, extracurricular Spanish classes. Other schools in the district initiated their own Spanish enrichment programs, and others are planning programs for next year.

Because of the expectations outlined for the interns to achieve, the teachers were made aware of new self-evaluation guidelines. Also, various new materials and techniques introduced by interns will be continued by classroom teachers.

General Attitudes of School Officials and Teachers Toward Teacher Corps

The general attitude of school officials and teachers toward Teacher Corps was positive and supportive, as evidenced by the fact that the entire staffs and administrators of the schools in Columbus Junction and West Liberty signed a statement of support for their inclusion in Cycle 10. The two Boards of Education voted to participate in the next cycle, had it been funded. The Davenport and Muscatine districts sent letters of support for the Cycle 10 project and would have liked the Teacher Corps to have continued another year in their districts.

Inservice Training as a Result of Teacher Corps

Three inservice training sessions concerning Chicano awareness were held in Columbus Junction. An inservice session has been planned for

next fall to be held in Muscatine dealing with the use of sociograms. The interns helped in gathering data which will be shared with individual teachers concerning their students.

Areas of Concern

1. Individual interns, depending on their behavior, fostered good or bad attitudes among pupils and teachers.

2. Several interns refused to recite the Pledge of Allegiance.

3. There were many complaints when it was learned that the interns were being paid while doing their student teaching.

4. There was some talk that Teacher Corps provided inadequate screening procedures when selecting interns.

5. Support and guidance by the administration was weak.

6. An inservice should have been provided by the administration for all cooperating school districts.

7. Much confusion and misunderstanding was a result of poorly defined role definitions.

Impact of the Teacher Corps Project on the Communities

(Prepared by Teacher Corps Staff and Community Representatives)

The Extent to Which Interns Effected a Closer Relationship Between the Schools, the University, and the Communities

The interns effected a closer relationship between the schools and the communities by initiating home visits, translating parent-teacher conferences, providing tutorial services, providing assistance in meeting personal needs such as interpreting during doctor visits, finding housing,

filling out tax forms, and numerous other services.

The young people in the communities are now aware that there is a university nearby, that Chicanos attend the university, and that there are opportunities available for them in higher education. Parent participation in school affairs has remained relatively the same.

Accomplishments of the Teacher Corps Community Component

Columbus Junction - Conesville (prepared by Martha F. Peterson, Community Coordinator). The primary emphasis of the community component of the Teacher Corps program in the Columbus Junction Community School District dealt with the establishment of a summer recreation program in the town of Conesville. The interns proposed to select, order, and fund the equipment and to employ the supervisory personnel. The town of Conesville agreed to provide the land, to maintain it, and to build an area for tennis, basketball, and other games requiring a hard surface.

Although the program is still in its beginning stages and not all the equipment has arrived nor has the hard surface been built, the attendance has been excellent and growing daily. Approximately sixty persons, Chicanos and non-Chicanos, were at the playground on the second evening of activities. The daytime attendance is about half as many, but it is growing slowly. The supervisory personnel have planned a varied and balanced program of physical activity, crafts, stories, and special events such as nature hunts, bicycle relays, and other contests. The Chicano children have been very active in the program.

After the Teacher Corps's involvement in the program ceases, plans have been made to turn the equipment over to the recreation subcommittee

of the town council. The mayor will encourage volunteers to continue the program for the balance of the year and, if money is available, hire a playground director next year.

The physical education teacher plans to incorporate some of the activities in her program for the students at Conesville.

Other projects undertaken by the interns were as follows:

1. In June and July, the interns and many members of the Chicano community worked on a float for the Columbus Centennial celebration. This project created an awareness of the Teacher Corps and a certain attitude of cooperation between the interns and the community.

2. A "Diez y Seis de Septiembre Fiesta" was held. The children were asked to wear a Mexican costume to school. A Mexican lunch was planned. A program featuring Mexican songs and the breaking of a pinata was held during the school day. Many Chicano mothers helped with the arrangements and attended the event.

3. Many older adults, both Chicano and non-Chicano who had not finished high school, were encouraged by the interns to enroll in free classes conducted by Muscatine Community College and work toward a high school diploma or its equivalent. Enough people signed up, and a class was held in Columbus Junction. These classes will be continued if the College receives the necessary funds from the government.

4. The interns conducted religious education classes for Chicano children who attended church in the fire station at Conesville. I do not believe these classes will be continued once the interns leave.

5. Two interns taught the ambulance drivers and attendants from Columbus Junction the Spanish they may need to know in case of an

emergency involving a non-English-speaking Chicano. Signs were also prepared to be left in the ambulance listing these questions and possible answers.

6. The interns acquainted the Chicano mothers with the vast amount of free information available to them through the County Extension Office. The Extension Office provides informal education in the areas of family living, community improvement, consumer education, home economics, etc. A representative from the Chicano community agreed to serve on the Home Economics Advisory Board. This board helps the home economists assess the needs of the community. It is hoped that the Chicano representative will work to keep the community aware of the Extension Office and open up new lines of communication.

7. The interns have made home visits and sat in on parent-teacher conferences in addition to many other informal contacts with the Chicano community.

Representatives of the Chicano community expressed approval of the interns and the program. They regarded the interns as a liaison between themselves and the school. Many regretted the discontinuation of the program.

Conesville (prepared by Thomas J. Renze, Principal, Conesville Elementary School). The advantages which accrued to the Conesville Elementary School as a result of Teacher Corps are to be found in four areas:

1. The Teacher Corps interns served as liaisons between the school and the Chicano community. This is the most important short-ranged result.

2. The interns provided additional teaching resources in our building. Much work was done by these people in small group and individualized work.

3. The interns provided us with special help in working with one non-English-speaking student. He has shown noticeable progress this year. An intern also worked with this youngster's older sister who spoke some English.

4. The program provided more awareness of the needs of our bicultural students. It probably served to illustrate more graphically the needs in this area.

I think the educational opportunities were enhanced, although perhaps in most cases not measurably ("measurably" being defined as measurable on objective tests). The greatest opportunities were for those few Chicano students who benefited from special help from a bilingual person. General educational opportunities for the student body were enlarged from the presence of these people in our building and the realization that Chicano people can assume positions of responsibility. The interns also conducted special projects with the students to highlight the Chicano culture. These were beneficial to our students.

The presence of Teacher Corps did not inspire any significant or permanent changes in the school system itself relative to instructional activities, curriculum practices, scheduling, etc.

The general attitude of school officials and teachers toward Teacher Corps has been positive and supportive, as evidenced by the fact that the entire Conesville staff and every administrator in the Columbus Junction Community School District signed a statement of support for our inclusion

in Cycle 10, and our Board of Education voted unanimously to participate in the next cycle, should it have been funded.

I think that Teacher Corps might possibly have changed some pupil attitudes toward school. I am thinking specifically of a Chicano kindergartener who did not want to come to school. The interns worked with him, and eventually he adjusted to the situation.

Indirectly perhaps, the Teacher Corps has lead to one general inservice workshop this spring. The workshop, to be conducted by George Garcia from the Iowa State Department of Public Instruction, will be on cultural awareness. I became acquainted with Mr. Garcia while representing Superintendent Hedemann at a meeting in Des Moines on cultural minorities. I was asked to attend the meeting due to my involvement in Teacher Corps.

The needs of experienced teachers seem to be in the areas of cultural awareness, the effects of cultural backgrounds upon performance in school, and practical aspects of adapting teaching methods and materials to account for cultural differences and individual needs due to cultural differences.

No interns have been or will be hired. We had one opening in the elementary. I spoke with an individual intern on two occasions and encouraged this person to apply. In addition, I personally informed the Assistant Director of Teacher Corps in Iowa City of the vacancy, talked to our team leader twice about his knowledge of Corps members who might be interested, and informed the Placement Office at The University of Iowa about the vacancy. There was not one Chicano or Teacher Corps applicant out of the seventy-plus applications for that position.

I believe the question "Why not all?" deserves to be further addressed. One of the six interns in our school district this year stated that this individual did not plan to teach but planned to attend law school. Unless the intentions of this person have been altered since the time that I personally was witness to that statement, the majority of funds, energy, and efforts designed to train badly needed bilingual teachers has been misused and wasted in this particular case.

The Teacher Corps effected a closer relationship between the school and the University by bringing University personnel into the school and by allowing interchange of viewpoints between school representatives and University people at the Advisory Committee level. The interns were active in encouraging parents of Chicano preschool children to support the weekly preschool story hour, as well as several other school events. In these few areas, parent participation has increased.

Davenport (prepared by Rita Watts, Team Leader). Team activities included the following:

1. Taught English to Spanish-speaking adults twice a week at an inner-city center. The adults were separated into ability groups.

2. Taught English, showed films, and worked on crafts with a group of Spanish-speaking senior citizens at the LULAC Club. This took place twice a week.

3. Tutored individual Chicano children who were failing a subject in school.

4. Accompanied and interpreted for individual families who needed help finding free clothing and medical and welfare services.

5. Developed an after-school, Spanish-enrichment program for ninety-two, English-speaking children in one of the local schools. Attendance was optional. Four interns instructed classes, teaching the Spanish language, songs, dances, and culture. The classes were held twice a week for a total of five weeks. This encouraged another school in the district to start a similar program, and plans are being made to involve more schools next year.

6. The main goal of the Davenport team was to develop a bilingual curriculum for two grade levels to be presented to the Davenport School Board for its consideration. The events that took place are as follows:

a. In October, the Davenport School Board voted to establish a Bilingual Committee to investigate the possibilities of a bilingual program for the Davenport district. The interns were appointed to this Committee.

b. The interns wrote across the nation requesting information and materials concerning existing bilingual programs.

c. The interns evaluated the materials received and included applicable materials and information in their proposal.

d. The interns wrote a curriculum plan for grades one and two, including time allotments and materials to be used.

e. Bilingual evaluation instruments were sent for and considered; some were included in the proposal.

f. The interns gathered data supporting a bilingual program by attending LULAC meetings to get parent input and by consulting with specialists in the areas of bilingual materials and testing. They

sent out survey forms to all elementary classroom teachers asking them to identify all Spanish-surnamed and Spanish-background children and to categorize these children according to their fluency in English. A follow-up survey then was sent to the teachers of the students who were identified as working below grade level. This survey was in the form of a needs assessment which tried to determine the areas in which the child was having problems and whether or not he/she was receiving special services.

g. A member of the team attended the International Bilingual-Bicultural Education Conference, held in Chicago, Illinois, on May 22 - 24, 1975, and made arrangements for a bilingual consultant to meet with the Committee and review the proposal.

h. Following the meeting with the consultant, a meeting was held with the Davenport Superintendent. On July 14, 1975, the proposal was presented to the Board of Education for its approval.

The Chicano community in Davenport is largely second or third generation and is widely dispersed within the total community. There were 283 students identified as Spanish background spread across 18 elementary schools. Such a spread in the population prevents Chicano children from developing a close sense "de la Raza" and creates difficulties in providing adequate instructional programs for bilingual children. Therefore, initiating a bilingual program in Davenport may well service the needs of these children and, if accepted, will create an impact on the entire Chicano community.

Muscatine (prepared by Nancy Fitchner, Team Leader). The interns were involved in the following activities in the Muscatine area:

1. The interns participated in the celebration of the "Virgen de Guadalupe."

2. While migrants were in the Muscatine area, the interns offered assistance by interpreting, working at the free health clinic, and transporting adults to English classes at the Community College. They also offered individual help to those who required help in learning the English language.

3. English and guitar lessons were given to Spanish-speaking persons.

4. The interns organized a basketball team and were responsible for scheduling games.

5. Secretarial and janitorial services were provided for the Migrant Action Program.

6. Various activities were organized for children of all ages at the Salvation Army Center. These activities were presented and supervised by the interns after school hours, three days a week. On Monday nights, the interns supervised games and swimming at the YWCA.

7. Financial aid was given to Father Gastón for equipment needed to organize a soccer team, a Boy Scout Troop, and a Cub Scout Troop.

8. Sporting equipment was purchased for use by the Spanish-speaking Ministry.

9. Two interns assisted the team leader in informing the Muscatine Chapter of Delta Kappa Gamma about Teacher Corps.

No provisions were made for the continuation of any programs initiated by the interns.

West Liberty (prepared by Deborah Caldwell, Team Leader). The Teacher Corps interns in West Liberty did much during their internship to make the Chicano community members more aware of themselves as a community and to show them how they could work together to achieve common goals. The interns established a community center to be used by the Chicano community. A building was located in downtown West Liberty in September, 1974, and a rental agreement was arranged. This building was named "El Centro Unido" or United Center. The interns then scheduled activities to be held at the Center such as English classes for adults, tutoring sessions with students after school, and classes to be held on Saturdays. These classes were run by the interns. The interns, with the help of a group of women from the community, also sold tamales and held a Mexican dinner which the town was invited to attend. All profits made from these two events went to El Centro Unido to be used as needed.

In December, an Advisory Board was established for El Centro Unido comprised of local Anglos and Chicanos. More Chicanos started to take an interest in El Centro at this time. Various meetings were held to gather the people together and to discover their ideas as to how El Centro could meet their needs.

The people started to see El Centro as a place where they could feel comfortable. The people formed themselves into an organization with officers. The new president became responsible for carrying out the needs of the town and for working with the interns to see that activities ran smoothly. These are some of the activities carried out by the interns

and the Chicano community members:

1. Bingo games twice a month.

2. English classes for adults twice a week.

3. A benefit dance with homemade food served as refreshments.

4. Spanish-speaking movies twice a month shown at the local movie theater on Sunday afternoons.

5. Saturday school.

6. An organized dancing group to learn new Mexican folk dances.

7. Boxing lessons.

8. An organized baseball team.

9. A Mother's Day celebration.

10. A potluck picnic in the park for all Mexican and Chicano families in town.

11. A group of young people organized to play basketball twice a week. These people were taken to Iowa City's Recreation Center to play.

12. Several interns set up a club for junior high school age children. The idea of the club was to give the students a place to go and something to do at least one night a week.

The president of El Centro has now taken full responsibility for all decisions made on activities and expenditures of El Centro. The interns have turned over the organization and supervision of most activities to community people. El Centro Unido has now been painted and carpeted, bookshelves have been installed, and a screen to be used for showing slides and movies has been purchased. Two high school students have been hired to work four hours a day to keep El Centro open and to be of

assistance to people when they are needed.

El Centro is currently operating under Teacher Corps funds; however, when these funds are discontinued, El Centro will continue to function with the profits made from its money-raising activities. El Centro will continue to serve as a gathering place for the Chicano community of West Liberty. Most of the activities initiated by the interns will be extended by community members.

Program Evaluations

A number of evaluation forms were sent out during the year in an attempt to assess various aspects of the Teacher Corps program. A summary of each of these evaluation forms follows.

Planning Period Evaluation Form

A questionnaire was sent to Teacher Corps faculty members, team leaders, and cooperating teachers to assess the effectiveness of the one-year planning period. (See Appendix J for Planning Period Evaluation Form.) The general consensus was that the planning period was long enough to establish effective working relationships and communication networks and that there was enough time for curriculum planning.

Most respondents thought that the Teacher Corps objectives were not clearly defined and that they would have benefited if the objectives had been more clearly specified earlier in the project.

Generally, it was felt that the Teacher Corps program fit the needs of the students and interns but not so much those of the cooperating teachers, school administrators, and community leaders and citizens.

Evaluation of Faculty Presentations Form

A form was sent to the interns to ascertain their evaluations of the faculty's summer presentations. The responses to each question can be found in Appendix J. Table I (see page 29) represents a total score for each faculty member.

One may notice that the scores for the bilingual education component are lower than the others. Several explanations can account for this difference. The Project was designed so that all faculty members would be release-time faculty from The University of Iowa. None were available on campus to teach the bilingual component. Because of this, the responsibility fell on a graduate assistant. The graduate assistant who had originally planned to teach the bilingual component was not able to do so. Therefore, a week or two before the interns arrived, another staff member took over this responsibility. Besides having had no previous college teaching experience, he had little preparation time.

The faculty members were strong in all areas except possibly the last, "How well did this objective prepare you for your internship?"

Cooperating Teacher Evaluation Form

The Cooperating Teacher Evaluation Form was designed to assess the cooperating teachers' perceptions of the orientation they received and their current feelings concerning the Teacher Corps Project.

Orientation. Generally, the nineteen cooperating teachers who completed the form felt that their initial orientation had been inadequate (sixty-eight percent). Ninety percent of the cooperating teachers listed ways in which their orientation had been inadequate or could have been

TABLE I

EVALUATION OF FACULTY PRESENTATIONS

	Social Studies	Teaching Methods	Educational Psychology	Reading	Philosophy of Education	Bilingual Education	Inter-personal Skills	Mathematics	Average for All
Presentation*	17	17.66	13	21.25	21	11	24.25	24	18.64
Objective*	16.75	18	21	22	22.66	10.66	25.5	23.5	20
Learning Activities*	17.5	19.66	18	33.75	23.33	10.66	25.25	24	20.25
Assessment*	16.5	19	17.33	19.5	22.33	9.33	20.5	24	18.66
Prepare*	16	17	18.33	19.5	15.66	9.66	23	23.5	17.83

*The five key words (presentation, objective, learning activities, assessment, prepare) correspond to the five questions that follow each objective stated on the evaluation form.

improved. Forty-two percent of the cooperating teachers had expected more cooperation and leadership from the interns. This may be attributed to the fact that sixty-eight percent of the cooperating teachers had expected the interns to be similar to student teachers, whom the cooperating teachers perceived as being able to handle more responsibility than the Teacher Corps interns.

However, at the time this questionnaire was completed (November, 1974), the cooperating teachers had generally come to realize the difference between the Teacher Corps intern and a student teacher (ninety-five percent). Furthermore, the cooperating teachers agreed one-hundred percent that the role which the intern filled had been beneficial to their classroom.

Communication. Cooperating teachers stated that they received the greatest amount of information through the team leaders (seventy-nine percent) and that they saw the team leader frequently enough (seventy-nine percent). Additionally, the cooperating teachers felt that the channels of communication were open between themselves and the interns (ninety-five percent) and that the team leaders had been responsive to their concerns (ninety-five percent). However, only fifty-three percent of the cooperating teachers felt that the directorship of the program had been responsive to their concerns, but sixty-three percent of the cooperating teachers did not list a specific problem or concern related to the directorship.

Inservice Training. Forty-eight percent of the cooperating teachers expressed an interest for no-cost inservice academic training. Possible subject areas which cooperating teachers suggested included the Spanish

language, the cultural background of the Spanish people, and training in the supervision of student interns. Forty-seven percent of the cooperating teachers favored the short workshop format as a vehicle for inservice training.

General Evaluation Form

A general program evaluation form was sent to the interns (see Appendix J). Fifty percent of the interns responded. Generally, they felt satisfied with the summer program and the responses of the school systems to the Teacher Corps Project; however, they did not feel that the summer program allowed them to become familiar enough with the cultures of the communities in which they would be working.

The interns did not think either the team leaders or the program directorship were responding adequately to individual concerns. They believed their role in the classroom was not clearly defined; this was also felt in regard to the role of the community coordinator.

Student Teacher Questionnaire

The Student Teacher Questionnaire was designed to assess the intern's anxiety level about his/her full-time student teaching experience (see Appendix J). The form is identical to the one used by The University of Iowa Division of Elementary Education to assess a student teacher's anxiety level. The form was administered prior to and immediately following the student teaching experience. Return rate was seventy percent the first time and thirty-five percent the second time.

A brief explanation of each question on the questionnaire follows.

Question Number One. The interns' student teaching experiences were spread fairly evenly across the grade school spectrum. Of those

responding, the percent of interns at each grade level was:

Grade	Percent
1	8%
2	8%
3	23%
4	15%
5	15%
6	31%

Question Number Two. Anxiety level about teaching subject matter increased during the student teaching experience. Answers to the first administration of the questionnaire ranged, on the average, from the response "I feel little anxiety about teaching the content, but I do spend some time thinking about it," (3.83) to "I am anxious about teaching the subject matter in the elementary classroom, but it has not affected my daily activities," (2.83).

Question Number Three. Interns increased in their agreement that their course work prepared them to teach the subject matter from "neither agree nor disagree" (3.75) to between "agree" and "strongly agree" (4.33).

Question Number Four. Before the student teaching experience began, the interns were most anxious about teaching science (forty-seven percent), social studies (thirty-three percent), and mathematics (twenty percent). At the end of the student teaching experience, they were equally anxious about bilingual studies, social studies, language arts, reading, science, and mathematics.

Question Number Five. The interns' anxiety levels about classroom management decreased from "Classroom management (discipline) concerns me, but I am not worried about it," to "Classroom management (discipline) does not concern me."

Question Number Six. Anxiety about working with a cooperating teacher increased from "I feel little anxiety about working with a teacher in his or her classroom, but I do spend some time thinking about it, " and "I feel no anxiety about working with a teacher in his or her classroom," (4.5) to "I am extremely anxious and am continually worried about working with a classroom teacher in his or her classroom," (4.0).

Question Number Seven. The interns were asked how often they engaged in certain activities during their student teaching experience. The categories used to answer this item were never, one to five times, five to ten times, and more than ten times. Listed on page 34 are the interns' answers to this question on both administrations of the Student Teacher Questionnaire.

Question Number Eight. On the first administration, sixty-seven percent of the interns had been involved with children in other practicums. By the second administration, eighty percent had been involved. The difference reflects the different interns who filled out the questionnaire on the two occasions.

Question Number Nine. On the first administration, twenty-five percent of the interns had worked with groups of children in the summer. On the second administration, forty percent had worked with groups of children. The same qualification which applies to question number eight applies here.

TABLE II

RESPONSES TO QUESTION NUMBER SEVEN

OF THE STUDENT TEACHER QUESTIONNAIRE

Question	First Answer	Second Answer	Difference
A	3.50	3.83	Increase
B	2.58	2.33	Decrease
C	2.33	3.67	Increase
D	3.58	3.67	Increase
E	2.58	2.50	Decrease
F	2.91	3.33	Increase
G	2.08	2.00	Decrease
H	2.50	3.50	Increase
I	2.83	4.00	Increase
J	3.00	3.17	Increase
K	3.33	3.17	Decrease

Intern Evaluation Form

The Intern Evaluation Form (IEF) is an instructor questionnaire (that is, team leader or cooperating teacher) consisting of twenty-seven questions which tap nine areas of intern functioning. These areas are classroom preparation, classroom presentation, classroom control, sensitivity to children's needs, awareness of school policy, response to criticism, personal organization, professional involvement, and community involvement. The score an intern receives on each question can range from one to five; a one denotes poor performance and a five signifies very good performance. A copy of the IEF can be found in Appendix G.

The IEF was administered on three occasions--after the first eight weeks which the interns spent in their practicum classrooms, after the second eight weeks in the practicum situation, and after the interns completed their practice teaching. On the first two occasions, the IEF was separately completed by the intern's cooperating teacher and team leader. The cooperating teachers and team leaders combined efforts to fill out the final IEF. On each administration, almost all the interns were rated by different cooperating teachers, and some interns were rated by different team leaders. The final administration was also used as a basis for the intern's grade in student teaching.

Table III (see page 36) shows the average score which the seventeen interns who completed practice teaching received in the nine areas of functioning over a nine-month period from September, 1974 to June, 1975. A difference score to show relative improvement throughout the academic year is based on the combined ratings of the cooperating teachers and team leaders on the practice teaching segment minus the first eight-week period.

TABLE III

SUMMARY OF INTERN EVALUATION FORMS

	First Eight Weeks			Second Eight Weeks			Practice Teaching	
	T.L.	C.T.	Com.*	T.L.	C.T.	Com.	Com.	Dif.**
1 Classroom Preparation	2.95	3.17	3.06	2.89	4.17	3.55	4.00	0.94
2 Classroom Presentation	3.17	3.13	3.16	2.89	3.82	3.44	3.78	0.62
3 Classroom Control	3.04	3.31	3.19	3.00	3.80	3.43	3.61	0.42
4 Sensitivity to Children's Needs	2.70	3.15	2.92	2.56	3.56	3.31	3.77	0.85
5 Awareness of School Policy	4.00	3.33	3.68	4.34	4.14	4.18	4.06	0.38
6 Response to Criticism	3.65	3.60	3.63	3.34	4.38	3.87	4.06	0.43
7 Personal Organization	2.87	2.79	2.84	3.56	4.30	3.96	4.15	1.31
8 Professional Involvement	3.62	3.53	3.58	3.36	4.15	4.02	3.91	0.33
9 Community Involvement	2.50	3.00	2.76	2.00	3.85	3.26	3.71	0.95

Note: Numbers refer to average score for the seventeen interns who completed student teaching.

*T.L. = Team Leader; C.T. = Cooperating Teacher; Com. = Combined Scores

**Difference score computed by subtracting the combined score for the first eight-week period from the combined score for the practice teaching period.

Graph I (see page 38) presents the combined scores of the team leaders and cooperating teachers from Table III. The interns improved substantially in all nine areas of functioning. The greatest improvement occurred in the areas of personal organization, classroom preparation, and community involvement. These seem to be areas in which behavior can be modified by structuring the student's learning environment. The areas of least improvement were professional involvement, awareness of school policy, response to criticism, and classroom control. These areas of functioning seem to relate to inner personality tendencies which would be less amenable to change.

Corpsmember Statistics

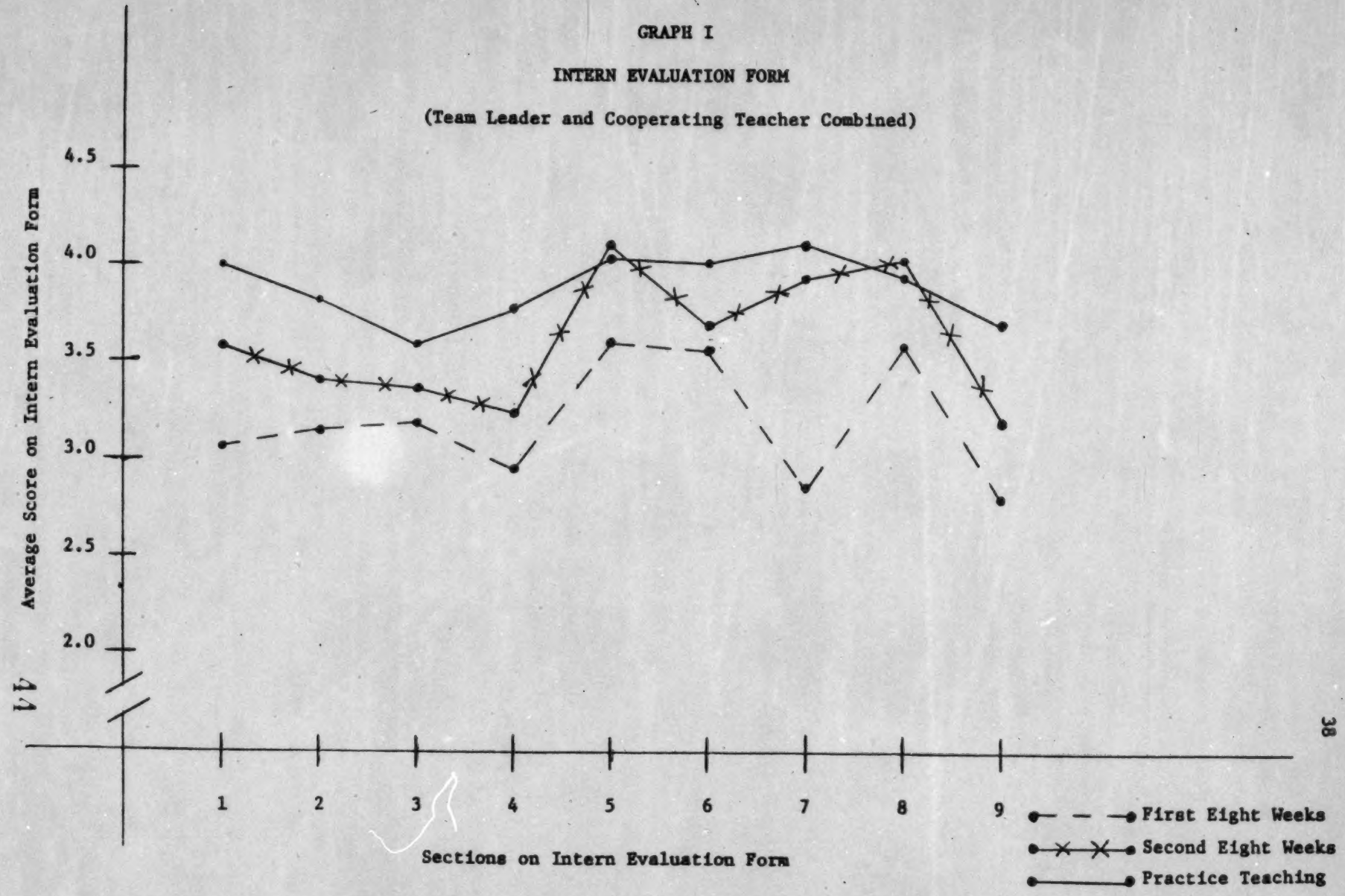
Sixteen of the original twenty interns completed the Teacher Corps program. Their names and the positions they have taken since graduation are listed below:

Name	Position
Aguilera, Nicolas	Did not complete program and did not terminate; Mason City, IA
Alvarado, Virginia	Elementary Teacher; San Bernardino, CA
Camacho, Romona	Elementary Teacher; Des Moines, IA
Caraveo, Robert	Bilingual Elementary Teacher; South El Monte, CA
Carral, Mary	Bilingual Elementary Teacher; Muscatine, IA

GRAPH I

INTERN EVALUATION FORM

(Team Leader and Cooperating Teacher Combined)



Name	Position
Cavazos, Edmundo	No position as of this date; Moline, IL
Chavira, David	No position as of this date; Los Angeles, CA
Clark, John	Substitute Elementary Teacher; Des Moines, IA
Gaxiola, Reuben	Working in an Eighth Grade Dropout Program; Los Angeles, CA
Leos, Dorothy	Elementary Teacher, TX
Lutz, Elizabeth	Bilingual Elementary Teacher; Aurora, IL
Minjares, Elizabeth	Elementary Teacher; Davenport, IA
Reynaga, Jose	No position as of this date; Ft. Madison, IA
Rivera, Sandra	Bilingual Elementary Teacher; Moline, IL
Sanchez, Carlos	Elementary Teacher; Des Moines, IA
Torres, Annabella	Elementary Teacher; Las Lomas, Rio Piedras PR
Villarrial, Jose	No position as of this date; Durango, CO

APPENDIX A

An Excerpt from "An Analysis of Extended Planning Periods for Teacher Corps Projects"

Section 2

Summary of Conclusions

This section summarizes the conclusions of the study. Each is discussed in greater detail in Section 4. Conclusions are numbered in parallel fashion so that the reader readily may identify and read the expanded versions. These are organized into four parts. The first summarizes the advantages of having an extended planning period, while the second part delineates disadvantages. Conclusions are then formulated. The last part is concerned with recommendations derived from the study.

ADVANTAGES OF A LONGER PLANNING PERIOD

Several advantages accrue to a project because of an extended planning period. These are listed below.

		Reference
1.0	An opportunity is provided to conceptualize a more relevant and innovative program.	(Page 10)
2.0	Input can be obtained for the program and its operation from a wider variety of sources.	(Page 12)
3.0	Program design, development, and implementation do not need to be carried out simultaneously.	(Page 13)
4.0	Evaluation plans, models, and instrumentation can be developed prior to program implementation.	(Page 14)
5.0	The opportunity is increased to develop school/university/community trust, commitment and involvement in the program.	(Page 15)
6.0	The Advisory Committee has time to develop the necessary capability to work effectively through problems.	(Page 16)
7.0	Time is provided to anticipate and work out administrative problems concerned with the project before the problems become crises during program operation.	(Page 18)

8.0 Schedules based on detailed planning can be adjusted and revised prior to intern arrival. (Page 19)

9.0 Institutional change is facilitated by involving regular faculty rather than new or part time people. (Page 20)

10.0 Time is provided to define roles within project commitments and plans, advertise jobs widely, and select personnel more carefully. (Page 21)

11.0 Time is provided for staff development prior to intern training and to plan for continuing staff inservice education. (Page 22)

12.0 The experiences, materials, and resources of similar projects are more likely to be used as resources in the planning period. (Page 22)

13.0 Interns may be recruited from a wider geographic area and provided more definitive program information prior to selection, thus leading to a more effective selection process. (Page 23)

DISADVANTAGES OF A LONGER PLANNING PERIOD

Extending a project time line to provide for a longer period for planning results in several factors negatively related to the project's success. These are listed in this section.

		Reference
1.0	Staff who are not formally assigned to the project but expected to be involved in the planning have strong competing demands for their time.	(Page 26)
2.0	Planning often is not viewed as a legitimate part of the university reward system.	(Page 27)
3.0	Planning activities receive a low priority when compared with regular operations and teaching.	(Page 27)
4.0	If a two-year funding period is assumed for a project, then lengthening the planning time decreases the time interns are being trained.	(Page 28)
5.0	A long period between plans and implementation may decrease motivation and productivity.	(Page 29)
6.0	Extended planning costs more.	(Page 30)
7.0	Institutional conditions related to the program may drastically change during an extended planning period, thereby requiring shifts in the design and operation of the program.	(Page 30)
8.0	The potential for conflict between those faculty with released time and those without released time increases.	(Page 31)
9.0	Expectations for the program with an extended planning period may be unrealistically high.	(Page 31)

CONCLUSIONS

Based on the evidence garnered in the project, the study team drew several conclusions relative to extending the period for project planning. These six conclusions are found below.

1) An extended planning period definitely affords the opportunity to significantly increase the innovativeness and impact of a Teacher Corps Program.
2) Without tight and knowledgable program management, little will be accomplished by an extended planning period.
3) A nine-month planning period may be too long while two months compacts the process to such an extent that human interaction is neglected.
4) All of the key program members should have budgeted time for planning, and concomitant responsibility for implementing these plans. This includes both the university and school faculty.
5) An extended planning period should be required of all Teacher Corp Programs that are being funded for the first time.
6) Institutions that have had previous Teacher Corp Programs may not require as extended a planning period unless they are embarking on entirely new ventures, with new partners, or other extenuating factors which would require special long-range planning attention.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are made.

		Reference
1.0	An extended planning period provides the potential for a more effective project only if management plans which were formulated during proposal writing and revised during preplanning and planning periods are monitored regularly.	(Page 33)
2.0	Special training opportunities should be provided as a part of the planning period for program managers (Director, Assistant Director, Program Development Specialist).	(Page 34)
3.0	Intern recruitment should be initiated early in the planning period.	(Page 35)

APPENDIX B

Module Clusters

TEACHER CORPS PROJECT

DESCRIPTION OF TEACHER TRAINING COMPONENT

The first section of this report contains a summary of the Module Clusters and Modules within each Module Cluster. Page numbers below indicate where more complete descriptions of Modules may be found in the second part of this report.

Only Module Cluster grades appear on official University transcripts. Module Cluster grades were computed by averaging all Module grades in the respective Module Clusters.

7T:91 Module Cluster 1: Human Relations: Knowledge of Self

Module 1.1:	Self Awareness: Person or Role	Page 1 to 5
Module 1.2:	Analyzing Classroom Behavior	Page 6

7T:92 Module Cluster 2: Human Relations: Interpersonal Relationships

Module 2.1:	Awareness of Others	Page 7 to 10
Module 2.2:	Working With Parents	Page 11

7T:93 Module Cluster 3: Schools and Communities

Module 3.1:	Functions of Schools, Classrooms, and School Personnel	Page 11 to 13
Module 3.2:	Identification and Understanding of Influences in the School and Community	Page 13 to 14

7T:94 Module Cluster 4: Curriculum and Learning Theory
(Including exploratory experience in lower and upper elementary grades.)

Module 4.1:	Learning and Development	Page 14 to 19
Module 4.2:	Activity-Centered Science for Elementary School Children	Page 19 to 21
Module 4.3:	Reading	Page 21 to 22
Module 4.4:	Math	Page 22 to 29
Module 4.5:	Social Studies	Page 29 to 32
Module 4.6:	Language Arts	Page 33 to 34

7T:95 Module Cluster 5: Classroom Management

Module 5.1:	Behavior Management	Page 34 to 35
Module 5.2:	Pupil Progress Reports	Page 35
Module 5.3:	Group Processes	Page 36

7T:96 Module Cluster 6: Teaching Skills and Methodology

Module 6.1:	Developing Teaching and Evaluation Strategies	Page 36 to 37
Module 6.2:	Teaching Science to Children	Page 37 to 38
Module 6.3:	Reading	Page 38 to 39
Module 6.4:	Math	Page 40 to 41
Module 6.5:	Social Studies	Page 42 to 44
Module 6.6:	Designing Instructional Materials and Use of Audiovisual Equipment	Page 44 to 45
Module 6.7:	Language Arts	Page 45 to 46
Supervised Teaching in Elementary School (400 clock hours)		Page 47 to 50

7T:97 Module Cluster 7: Bilingual-Bicultural Studies

Module 7.1:	Bilingualism	Page 51 to 52
Module 7.2:	Bilingual-Bicultural Education	Page 52 to 53
Module 7.3:	History and Sociology of the Chicano in Iowa	Page 53 to 54

7T:98 Module Cluster 8: Understanding Individual Differences

Module 8.1:	Finding Out About Kids	Page 54 to 56
Module 8.2:	Understanding Children's Learning Styles	Page 56 to 57

MODULE CLUSTERS

MODULE CLUSTER 1.0: HUMAN RELATIONS: KNOWLEDGE OF SELF

Instructor: Matthes

Module 1.1: Self Awareness: Person or Role

Objective 1: The intern will be able to give a rationale for emphasizing interpersonal skills in teacher-learner relationships.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Lecturette: The importance of interpersonal skills.
   a. Underlying rationale-creating self-actualizing relationships and facilitating a positive learning climate.
   b. Illustration-simulate educational experiences to illustrate the desirability of a positive learning climate and self-actualizing relationships.
2. Discussion groups
   a. Sharing of positive learning experiences.
   b. Identify facilitative interpersonal conditions related to previous learning experiences.
   c. Report facilitative interpersonal conditions to total group.
3. Readings:

Johnson, D. Reaching Out: interpersonal effectiveness and self-actualization. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Moustakas, C. The Authentic Teacher: sensitivity and awareness in the classroom. Cambridge, Mass.: Howard A. Doyle Printing Co., 1966.

Moustakas, C. Teaching as Learning. New York: Ballantime Books, Inc., 1972.

Schmuck, R. and P. Schmuck. A Humanistic Psychology of Education: making the school everybody's house. Palo Alto, Calif.: National Press Books, 1974.

Post-Assessment: Questionnaire. Recall rationale for stress upon interpersonal skills.

Objective 2: The intern will be able to state the rationale behind self-disclosure and identify characteristics of effective feedback.

Prerequisites: None

Pre-assessment: Questionnaire

Instructional Activities:

1. Lecturette: The definition and rationale behind self-disclosure.
    a. Levels of self-disclosure
    b. Self-disclosure as related to trust level, liking and the reciprocity effect.
    c. Appropriate self-disclosure.
2. Exercise - dyads
    a. Exchange of self-disclosure at each level.
    b. Discuss feelings associated with exercise and development of dyadic relationship.
    c. Process exercise with total group.
3. Lecturette: Characteristics of effective feedback.
4. Exercise - discrimination tape on effective feedback.
5. Lecturette: Johari Window and personal growth.
6. Readings:

Johnson, D. Reaching Out: interpersonal effectiveness and self-actualization. Englewood Cliffs, New Jersey: Prentice Hall, 1972.

Jourard, S.M. The Transparent Self. New York: Von Nostrand, Reinhold, 1971.

Luft, J. Of Human Interaction. Palo Alto, Calif.: National Press Books, 1969.

Powell, J. Why Am I Afraid to Tell You Who I Am? Chicago: Argus Communications, 1969.

Post-assessment: Questionnaire. Recall of rationale behind self-disclosure and related situational appropriateness. Interns will also make two audiotapes outside of class demonstrating effective feedback.

Objective 3: The intern will identify skills necessary for interpersonal effectiveness.

Prerequisites: None

Pre-assessment: Questionnaire

Instructional Activities:

1. Lecturette: Facilitative conditions within self-actualizing relationships and related interpersonal skills.

    a. Knowing and trusting each other.
        1. Self-disclosure
        2. Self-awareness
        3. Self-acceptance
        4. Trust

    b. Accurately and unambiguously understanding each other - i.e., effective communication.

    c. Influencing and helping each other.

    d. Constructively resolving problems and conflicts.

2. Discrimination exercise
    a. On knowing and trusting
    b. On effective communication
    c. On influencing and helping
    d. On resolving problems

3. Readings:

    Johnson, D. Reaching Out: interpersonal effectiveness and self-actualization. Englewood Cliffs, New Jersey: Prentice Hall, 1972.

    Rogers, C.R. On becoming a person. Boston: Houghton-Mifflin, 1961.

Post-assessment: Demonstrate ability to discriminate effective from ineffective interpersonal skills.

Objective 4: The intern will identify personal strengths and weaknesses related to interpersonal effectiveness.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Lecturette: Self-acceptance and continued personal growth.

2. Exercises - interpersonal self-assessment
   a. Exercise: Self-appraisal
   b. Exercise: Adjective checklist
   c. Exercise: Self-description

3. Goal setting - SPIRO model
   a. My goal is:
   b. The ways in which I will accomplish my goal are:
   c. I will know that my goal is accomplished when:

4. Goal commitment with partner

5. Readings:

   Johnson, D. Reaching Out. Englewood Cliffs, New Jersey: Prentice Hall, 1972.

   Pfeiffer, J. W., & J. E. Jones. The 1972 Annual Handbook for Group Facilitators. Iowa City, Iowa: University Associates, 1972, 133.

Post-assessment: Assessment of goals based on criteria of SPIRO goal setting model.

Objective 5: The intern will be able to articulate the psychological and philosophical concepts related to the concept of acceptance of self and others.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Lecturette: What does it mean to accept others?

2. Experiences: Place the participant in a setting dissonant with his/her values.

3. Readings:

   Feeler, D. The Naked Children. New York: Macmillan, 1971.

Johnson, D. W. Reaching Out. Englewood Cliffs, New Jersey: Prentice Hall, 1971.

Rogers, C. R. Freedom to Learn. Columbus, Ohio: C. E. Merrill, 1969.

Schmuck, R. A. and Schmuck, P. A. Making the School Everybody's House. Palo Alto, California: National Press Books, 1974.

Post-assessment: A written analysis of their experience in relation to the concept of acceptance.

Objective 6: The intern will be able to articulate his philosophy of education.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Lecturette: Factors to consider in Developing a Philosophy.
2. Panel of community representatives.
3. Panel of educators representing different orientations.
4. Participants present philosophy to their peers.
5. Readings:

Rogers, C.R. Freedom to learn. Columbus, Ohio: Charles E. Merrill, 1969.

Bettelheim, B. Love is not enough, New York: Collier, 1965.

Silberman, C.E. Crisis in the classroom. New York: Vintage, 1970.

Skinner, B.F. Beyond freedom and dignity. New York: Bantam, 1971.

Post-assessment: Presentation of written philosophy to peers for critique.

MODULE CLUSTER 1.0: HUMAN RELATIONS: KNOWLEDGE OF SELF

Instructor: Shymansky

Module 1.2: Analyzing Classroom Behavior

Objectives: The intern should be able to:

1. collect and analyze data on teacher and student behavior based on informal observations of an elementary school science classroom.

2. develop a scheme for systematically monitoring teacher and student behavior in the elementary school science classroom.

3. collect data on teacher and student behavior in the elementary school science classroom using developed observational techniques.

4. identify patterns of teacher behavior in the elementary school science classroom from systematic observation data.

5. exhibit various patterns of teacher behavior in an elementary school science classroom.

Prerequisites: None

Pre-assessment: The intern will be evaluated on his/her ability to:

1. apply various observation schedules of teacher and student behavior to audiotaped and videotaped elementary school science lessons.

2. identify teaching strategies and behavior patterns used in various elementary school science classrooms.

3. exhibit predetermined patterns of teacher behavior.

Instructional Activities:

1. Develop observation schedule for monitoring student behavior in an elementary school science classroom.

2. Develop observation schedule for determining teaching strategy in an elementary school science classroom.

3. Develop schemes for comparing strategies and behaviors used in various elementary school science classrooms.

Post-assessment: Same as Pre-assessment

MODULE CLUSTER 2.0: HUMAN RELATIONS: INTERPERSONAL RELATIONSHIPS

Instructor: Matthes

Module 2.1: Awareness of Others

Objective 1: The intern will be able to interpret verbal and nonverbal communication.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Lecturette: Information processing

2. Exercises
   a. Communication without words.
   b. How do you express your feelings?
   c. The use of nonverbal cues to express warmth and coldness.

3. Simulate philosophical discussion - recognizing cues checklist.

4. Simulate interpersonal discussion - recognizing cues checklist.

5. Readings:
   a. Fast, J. Body Language. New York: Picket Books, 1970.
   b. Johnson, D. Reaching Out. Englewood Cliffs, New Jersey: Prentice Hall, 1972.
   c. Goldman, L. Use of Tests in Counseling. (2nd. ed.) New York: Appleton-Century-Crofts, 1971, Chapters 8, 9, and 10.

Post-assessment: Questionnaire. Recall on models of communication and information processing. Assessment of intern's ability to discriminate messages.

Objective 2: The intern will be able to demonstrate attending behaviors.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Lecturette: Attending behaviors
   a. Eye-contact
   b. Posture
   c. Verbal following

2. Demonstration: What helping is not.

3. View modeling tape - discussion.

4. Review modeling tape using behavioral checklist.

5. Brainstorm possible uses of attending behavior.

6. Review categories of attending behavior.

7. Practice with attending behaviors.

8. Readings:
   Ivey, A. E. and N. B. Gluckstein, Basic Attending Skills, 1974. Available from the authors of 72 Blackberry Lane, Amherst, Massachusetts. 01002.

Post-assessment: Questionnaire. Recall of lecturette. Interns will demonstrate attending behaviors on videotape and assess the videotape using behavioral check.

Objective 3: The intern will be able to demonstrate empathy on two five-minute audiotape samples of a relationship at a level of 3.0 or above as measured by Robert Carkhuff's Empathic Understanding in Interpersonal Processes 80 percent of the time or better.

Prerequisites: Review the Empathic Understanding in Interpersonal Processes.

Pre-assessment:

1. Submit two audio-cassettes of a relationship
   a. for rating on the Empathic Understanding in Interpersonal Processes.
   b. scale.

2. Complete the Helping Relationships Inventory.

3. These materials should be received in the Teacher Corps office by August 23, 1974.
   a. The relationship may be "role" played.
   b. Be sure first that you are recording when you are supposed to be, and second, make sure the volume is high enough to be heard. Write on the label the name of the individual you are working with.

Instructional Activities:

1. Lecturette: Why empathy?

2. Demonstration: Models of individuals offering high and low empathy.

3. Tape rating: The intern will actually practice Robert Carkhuff's Empathic Understanding in Interpersonal Processes.

4. Simulation: Role play situations in which an intern can practice offering empathy.

Dates submodules will be discussed: August 29, 1974
(in class) September 5, 1974

Post-assessment: The intern will be able to demonstrate on two separate five-minute audiotape samples that he/she can offer empathy at a level of 3.0 or above as measured by Robert Carkhuff's Empathic Understanding in Interpersonal Processes 80 percent of the time or better. The tapes should be of two different relationships.

Objective 4: The intern will be able to demonstrate skills in confrontation by exhibiting seven of the eight characteristics of a constructive confrontation as defined by David W. Johnson in Reaching Out (page 165) in three separate relationships. One of these relationships should involve an authority figure (team leader, teacher, principal, etc.).

Prerequisites: The intern will be able to define the following terms:

a. personal statements
b. relationship statements
c. behavior description
d. interpretative response
e. understanding response
f. constructive feedback
g. perceptual check

The definition of these terms can be found in David Johnson's Reaching Out. In your definition, which should be completed by September 5, 1974, you should not only define the term but also give an example of the behavior as well as what it is not.

Pre-assessment: The intern will submit one audiotape cassette of a relationship which involves a confrontation. When you turn in the tape, have it set where the confrontation begins.

Instructional Activities:

1. Lecturette: You want to get involved?

2. Demonstration: A videotape demonstration of a confrontation.

3. Simulation: Role play situations involving confrontation. Videotape will be used.

4. Readings: Chapter 9, "Constructive Confrontation," in David Johnson's Reaching Out, Englewood Cliffs, New Jersey, Prentice Hall, 1972.

Dates submodules will be discussed: September 19, 1974
September 26, 1974

Post-assessment: The intern will be able to demonstrate skills in confrontation by exhibiting seven of the eight characteristics of a constructive confrontation in three separate relationships. One of these relationships should involve an authority figure.

Objective 5: The intern will be able to demonstrate the ability to apply the problem-solving strategy to either an interpersonal problem or a classroom management problem.

Prerequisites: Read and submit a critique of the manuscript by G. D. Krangler, A Problem-Solving Approach to Child Guidance, by September 26, 1974.

Pre-assessment: None

Instructional Activities:

1. Lecturette: How does one solve a problem?

2. Simulations: Three separate simulations will take place. The first will involve solving a "child guidance" problem; the second will involve helping another person resolve a problem; the third will involve the resolution of an interpersonal problem.

3. Readings:
   a. Chapter 12, "Solving Interpersonal Problems," and Chapter 13, "Resolving Interpersonal Conflicts," in David Johnson's Reaching Out, Englewood Cliffs, New Jersey, Prentice Hall, 1972.
   b. Carkhuff, R. R., The Art of Problem Solving, Amherst, Massachusettes, Human Resource Development Press, 1973.

Dates submodules will be discussed: October 3, 1974
October 10, 1974

Post-assessment: The intern will submit a paper not to exceed ten typewritten pages which describes how he/she supplied the problem-solving process to resolving a problem. These papers should also include a critique of not only the problem model in relation to the specific incident but also suggested modifications of the process itself.

MODULE CLUSTER 2.0: HUMAN RELATIONS: INTERPERSONAL RELATIONSHIPS

Instructor: Frank

Module 2.2: Working With Parents

Objective 1: The intern will be able to:

1. write a one-page description in English of the content of a parent conference regarding a child in the practicum.
2. relate the information on the above-mentioned one page in Spanish to a Teacher Corps staff person (Ray Benitez Bordon, Debbie Caldwell, Roberto Leos, or Rita Watts).
3. actually carry out the conference with the parent(s) in Spanish.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

Option 1: Attend class on Tuesday, March 4, 5:00 to 6:30 p.m.

Option 2: Read handout on Working With Parents which has been distributed to you.

Post-assessment:

1. Write out plan for conference on attached sheet entitled Parent Conference Plan. Also, provide information requested at the bottom of that sheet.
2. Obtain signature from Teacher Corps staff person on attached form entitled Discussion of Parent Conference in Spanish.

MODULE CLUSTER 3.0: SCHOOLS AND COMMUNITIES

Instructor: Howe

Module 3.1: Functions of Schools, Classrooms, and School Personnel

Objective 1: The intern will be able to demonstrate knowledge of the following:

1. the various roles of public education.
2. his/her own views regarding the role.

3. the various ways elementary schools are organized.

4. various types of personnel employed in the schools and their major functions.

Prerequisites: None

Pre-assessment: The intern can (it is his/her option) take written examinations over any or all of the major objectives above and can be given credit if he/she passes at the minimal level of competency.

Instructional Activities:

1. The use of videotapes representing major views held by experts in the educational field.

2. Reading packets.

3. Delphi responses.

4. Lecture and discussion by staff and by guest speakers from the field.

Post-assessment:

1. The intern will demonstrate in writing an accurate knowledge of opinions held by four to six educational philosophers either by reading their books or by viewing a series of videotapes.

2. The intern will indicate his own personal views regarding the role of public education by completing a Delphi rating system of a series of statements of the objectives of education. This measure will be a pass-fail assignment, and passing is achieved by completing the ratings.

3. The intern will demonstrate in writing an adequate knowledge of the different ways elementary schools are organized and of the staff employed.

Objective 2: The intern will be able to:

1. list at least two major advantages and two shortcomings for the single salary schedule, differential salary schedules, and merit pay plans.

2. define what is meant by horizontal and vertical steps in a salary schedule.

3. prepare a written report comparing the salary schedules of the four districts included in the Teacher Corps Project (Columbus Junction, Davenport, Muscatine, and West Liberty). Copies of the 1973-74 schedules are attached.

Prerequisites: None

Pre-assessment: None

Instructional Activities: Content will be presented in the form of a learning activity packet entitled Teacher Salary Schedules in the Public Schools.

Post-assessment: Written assignment completed by intern.

Objective 3: The intern will be able to:

1. list the auxiliary personnel of whom they made use during their year in the public schools and evaluate the usefulness of each person in the particular case where a referral was made.

2. indicate the three auxiliary personnel whom they feel would be most valuable in improving the educational opportunities of Chicanos and the functions they think these people should perform.

Prerequisites: None

Pre-assessment: None

Instructional Activities: Content will be presented in the form of a learning activity packet entitled Auxiliary Personnel and Services in Elementary Schools.

Post-assessment: Written assignment completed by intern.

MODULE CLUSTER 3.0: SCHOOLS AND COMMUNITIES

Instructor: Howe

Module 3.2: Identification and Understanding of Influences in the School and Community

Objective 1: The intern will be able to:

1. define the term "mainstreaming" as it relates to handicapped children in the schools.

2. indicate the major reasons why there is this change of keeping more mildly handicapped children in regular classrooms.

3. draw any parallels which you feel have existed or still happen as they relate to the education of Chicanos in the public schools. One way to look at this would be to think of the handicapped and Chicanos as both being minority groups and subjected to rejection through labeling, inappropriate testing, court suits, etc.

Prerequisites: None

Pre-assessment: None

Instructional Activities: Content will be presented in the form of a learning activity packet entitled Mainstreaming Handicapped Children.

Post-assessment: Written assignment completed by intern.

Objective 2: The intern will be able to:

1. describe the major functions of the Area Education Agency (AEA).

2. indicate roles which an AEA might undertake that would be beneficial to the education of Chicano children in Area 9.

Prerequisites: None

Pre-assessment: None

Instructional Activities: Content will be presented in the form of a learning activity packet entitled Regional Services in Iowa - The Area Education Agency (AEA).

Post-assessment: Written assignment completed by intern.

MODULE CLUSTER 4.0: CURRICULUM AND LEARNING THEORY

Instructor: Gray

Module 4.1: Learning and Development

Objective 1: The intern will demonstrate knowledge of principles of development as held by four leading theorists of social, emotional, physical, and intellectual characteristics of children.

Prerequisites: None

Pre-assessment: Pre-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly. (optional)

Instructional Activities: (Optional)

1. Read Psychology Applied to Teaching by Biehler, Chapter 3.
2. Attend mini-lectures which deal with principles of development.
3. Attend two films which deal with principles of development.

Post-assessment: Post-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly.

Re-Cycling Process: Read Chapter 3 (Biehler), view the films and take alternative form of the post-test.

Objective 2: The intern will demonstrate knowledge of ways and means of analyzing characteristics of children.

Prerequisites: None

Pre-assessment: Pre-test of the objectives indicating competency. Minimal competency is 65% of the written exercises solved correctly. (Optional)

Instructional Activities: (Optional)

1. Read Psychology Applied to Teaching by Biehler, Chapter 3.
2. Read Introduction to the Sociology of Learning by Boocock, Chapter 2.
3. Attend mini-lectures which deal with analyzing procedures.
4. Attend a film which deals with analyzing procedures.

Post-assessment: Post-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly.

Re-Cycling Process: Read Chapter 3 (Biehler) and Chapter 2 (Boocock), view the film, and take alternative form of the post-test.

Objective 3: The intern will demonstrate knowledge of physical, emotional, intellectual, and social characteristics of children at various age levels.

Prerequisites: Objectives 1 and 2 above.

Pre-assessment: Pre-test of the objectives indicating competency. Minimal competency is 65% of the written exercises solved correctly.

Instructional Activities: (Optional)

1. Read Psychology Applied to Teaching by Biehler, Chapter 4.

2. Observe children at a local school.

Post-assessment: Post-test of the objectives indicating the competency. Minimal competency level is 65% of the written exercises solved correctly.

Re-Cycling Process: Read Chapter 4 (Biehler) and take alternative form of post-test.

Objective 4: The intern will demonstrate knowledge of group differences from typical patterns of development characteristics of children based on social, economical, and cultural backgrounds.

Prerequisites: Objective 3 above.

Pre-assessment: Pre-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly. (Optional)

Instructional Activities: (Optional)

1. Read Achievement of Mexican-American Students by Hernandez.

2. Read Introduction to the Sociology of Learning by Boocock, Chapter 6.

3. Attend two films which deal with group differences in development.

4. Attend mini-lectures which deal with group differences in development.

Post-assessment: Post-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly.

Re-Cycling Process: Read Article (Hernandez), Chapter 6 (Boocock), view films, and take alternative form of post-test.

Objective 5: The intern will demonstrate knowledge utilization of ways and means of analyzing behavior, developmental principles, and age-level characteristics of children by solving simulated educational problems.

Prerequisites: Objectives 1, 2, 3, and 4 above.

Pre-assessment: Pre-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly. (Optional)

Instructional Activities: (Optional)

1. Read Problem Situations in Teaching by Greenwood, Case Studies 3 and 4.

2. Attend seminars dealing with the solutions of educational problems.

Post-assessment: Post-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly.

Re-Cycling Process: Read Case studies 3 and 4 (Greenwood), and take an alternative form of post-test.

Objective 6: The intern will demonstrate knowledge of characteristics of alternative family life styles which affect the behavioral characteristics of children.

Prerequisites: None

Pre-assessment: Pre-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly. (Optional)

Instructional Activities: (Optional)

1. Read Introduction to Sociology of Learning by Boocock, Chapters 3 and 4.

2. Visit the homes of members of the Teacher Corps staff.

3. Attend mini-lectures which deal with family life styles.

Post-assessment: Post-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly.

Re-Cycling Process: Read Chapters 3 and 4 (Boocock) and take alternative form of post-test.

Objective 7: The intern will demonstrate knowledge of characteristics of alternative community structures which affect the behavioral characteristics of children.

Prerequisites: None

Pre-assessment: Pre-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly.

Instructional Activities: (Optional)

1. Read Introduction to Sociology of Learning by Boocock, Chapters 12 and 13.

2. Visit two churches of different denominations.

3. Attend mini-lectures which deal with community life styles.

Post-assessment: Post-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly.

Re-Cycling Process: Read Chapters 12 and 13 (Boocock) and take alternative form of post-test.

Objective 8: The intern will demonstrate knowledge utilization of characteristics of family and community life styles by solving simulated educational problems.

Prerequisites: Objectives 6 and 7 above.

Pre-assessment: Pre-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly.

Instructional Activities:

1. Read Problem Situations in Teaching by Greenwood, Case Studies 5 and 10.

2. Attend seminars dealing with the solutions of educational problems.

Post-assessment: Post-test of the objectives indicating competency. Minimal competency level is 65% of the written exercises solved correctly.

Re-Cycling Process: Read Case Studies 5 and 10 (Greenwood) and take an alternative form of post-test.

Objective 9: The intern will demonstrate knowledge of principles of cognitive and behavioral learning theories.

Prerequisites: None

Pre-assessment: Same as Post-assessment (optional).

Instructional Activities: (optional)

1. Read Psychology Applied to Teaching by Biehler, Chapters 5-8.
2. Attend two mini-lectures which deal with competency.
3. Attend two seminars which deal with competency.

Post-assessment: Test of the objectives indicating competency. Minimal competency level is 50% of the written exercises solved correctly.

Recycling Process: Alternative form of post-test or instructional activities - see instructor.

Objective 10: The intern will demonstrate knowledge utilization of principles of learning in school learning mileius.

Prerequisites: Objective 9 above.

Pre-assessment: Same as Post-assessment (optional).

Instructional Activities: (optional)

1. Read Psychology Applied to Teaching by Biehler, Chapters 15-16.
2. Attend two mini-lectures which deal with competency.
3. Attend three seminars which deal with competency.

Post-assessment: Test of the objectives indicating competency. Minimal competency level is 50% of the written exercises solved correctly.

Recycling Process: Alternative form of post-test or instructional activities - see instructor.

MODULE CLUSTER 4.0: CURRICULUM AND LEARNING THEORY

Instructor: Shymansky

Module 4.2: Activity-Centered Science for Elementary School Children

Objectives: The intern will be able to:

1. State a definition of science as implied by the author of a given paper and support that definition with specific examples from the paper.
2. State their own definition of science.

3. Identify a problem given a set of materials and be able to carry out an investigation in which they manipulate objects in a way that is dependent upon the properties of the objects.

4. Identify a problem given a set of materials and be able to carry out an investigation in which they identify relationships among the properties of static objects or among the factors which affect the behavior of dynamic systems.

5. Identify a problem given a set of materials and be able to carry out an investigation in which they manipulate objects to test the usefulness of the relationships which they have identified.

6. Distinguish between conceptual learning and skill learning in science.

7. Analyze a given activity in science in terms of its conceptual learning potential.

Prerequisites: None

Pre-assessment: Pre-assessment will consist of a battery of paper and pencil tests and a "laboratory practical" which includes all the "specific objectives" stated above. Competence on the written instruments will be certified at the 80 percent level. Competence on the laboratory practical will be certified when the instructor has ascertained that the student investigations reflect an understanding of the basic concepts defining and solving science related problems.

Instructional Activities:

1. Read the following:
   a. What is Science, by Richard Feynman
   b. What is Science: Decisions, Decisions, Decisions, by Albert Szent-Gyorggi.

2. Read Student-Structured Learning in Science, by Matthews, Phillips, and Good, pages 1-1 to 2-8 and perform the activities listed.

3. Participate in an activity-oriented laboratory course dealing with the following science activities:
   a. Motion of objects
   b. Properties of light
   c. Electrical systems
   d. Chemical reactions
   e. Biological systems
   f. Student investigations

4. Interact with instructor on an individual and group basis concerning articles and books read and laboratory activities.

5. Design and carry out independent investigation of a problem in science in which manipulative materials are used.

Post-assessment: Same as Pre-assessment.

MODULE CLUSTER 4.0: CURRICULUM AND LEARNING THEORY

Instructor: Hood

Module 4.3: Reading

Objectives: The intern will demonstrate an understanding of the following aspects of learning to read:

1. How to base instructional strategies on the results of an informal sight vocabulary test.

2. The use of oral reading analysis as a diagnostic tool.

3. A sequence to follow in teaching word identification skills.

4. Conducting guided reading lessons appropriate to children's present stage in the development of reading skill.

5. Promoting vocabulary development through lessons inside and outside the areas of reading and language arts.

6. Understanding and teaching children with differing abilities in comprehension of what they read.

7. Study skills that enable children to "read to learn."

8. Planning prescriptive teaching for children with reading disabilities.

9. Using the whole language approach in beginning and remedial reading.

10. Using the spelling pattern approach in beginning and remedial reading.

11. Collecting samples of children's work and keeping records to use in classroom diagnosis and reports to parents.

12. The explanation of instructional materials and plans in a program description suitable for presentation to the PTA.

Prerequisites: None

Pre-assessment: The intern may request an interview in which he or she will demonstrate an understanding of all of the items in the objective stated above and be given credit if his or her understanding is equivalent to the minimum required.

Instructional Activities:

1. Lectures.
2. Reading assignments.
3. Interviews with and observations of cooperating teachers.
4. Critiques by master teachers of performance in assigned projects requiring teaching or evaluation of children's skills.

Post-assessment:

1. Exams over lectures and assignments.
2. Evaluation of performance in teaching and evaluation assignments.

MODULE CLUSTER 4.0: CURRICULUM AND LEARNING THEORY

Instructor: Zweng

Module 4.4: Math

Objective 1: The intern will be able to demonstrate competency regarding Numbers and Numerals:

1. Can describe what is meant by "conservation of number."
2. Can describe the implications of conservation or nonconservation by a child for instruction.
3. Can distinguish between uses of numbers which are ordinal and those which are cardinal.
4. Can describe at least three good activities for teaching the numbers 0 through 9, including at least one which makes provision for addition and subtraction readiness.
5. Can count the number of objects in a set, with the aid of a tally chart, using any place value system with a base between and including 3 and 12.

6. Can list the properties common to all place value systems and can give an example of the property in base 10 (the decimal system) and a nondecimal place value system.

7. Given the description of an activity or device for teaching the meaning of numbers between 10 and 100, describe what properties or concepts the device teaches and its inadequacies, if any.

8. Given a copy of a worksheet or the page from a child's mathematics textbook, evaluate the lesson. This is a lesson on numeration.

9. Be able to describe at least three "good" commercial or homemade devices for teaching the decimal numeration system and why they are "good."

Prerequisites: None

Pre-assessment: None

Instructional Activities: Lectures, discussions, worksheets, manipulative devices, and curriculum laboratory work.

Post-assessment: Written examination

Objective 2: The intern will be able to demonstrate competency regarding The Four Fundamental Operations:

1. Can explain what is meant by a basic addition fact and a basic subtraction fact. Can give an example of an equation which is a statement of a basic fact and an equation which is not a statement of a basic fact.

2. Can identify addends and sums in both addition and subtraction equations.
   1. Can identify applications of the commutative and associative properties of addition and the identity element for addition.
   2. Can provide an example of each of these properties.

3. Can give a reason why the commutative property for addition is useful when teaching the basic addition facts.

4. Can give a reason why the associative property of addition is useful when teaching the basic addition facts.

5. Can describe and evaluate several manipulative aids for teaching basic facts for addition and subtraction.

6. Can describe the two uses of subtraction and, given a "story problem," can identify which of the two types of subtractive situations is described.

7. Can describe techniques for helping children remember "difficult" addition and subtraction facts.

8. Can identify applications of the commutative and associative properties of multiplication and the identity element for multiplication, and can provide an example of each of these properties.

9. Can rename a product as a sum using the distributive property. For example, 6 x (5 + 2). Can rename a sum as a product using the distributive property. For example, (7 x 8) + (7 x 2).

Prerequisites: None

Pre-assessment: None

Instructional Activities: Lectures, discussions, worksheets, manipulative devices, and curriculum laboratory work.

Post-assessment: Written examination

Objective 3: The intern will be able to demonstrate competency regarding Addition, Subtraction, Multiplication, and Division Algorithms for Whole Numbers:

1. Be able to describe, evaluate, and explain how to use all manipulative devices for teaching addition that are demonstrated in class.

2. Be able to explain the addition of two three-place numbers by using expanded notation.

3. Be able to explain mathematically, using properties of number operations, each step in the addition of two two-digit numbers.

4. Be able to describe a mental computation trick and explain why it "works."

5. Be able to demonstrate the addition of two three-digit numbers on a tally chart.

6. Be able to describe what is meant by "budging" and provide or identify examples of "budging" in column addition.

7. Be able to describe, evaluate, and explain how to use all manipulative devices for teaching subtraction that are demonstrated in class.

8. Be able to explain the subtraction of two three-place numbers by using expanded notation.

9. Be able to demonstrate the subtraction of two three-digit numbers on a tally chart.

10. Be able to explain the concepts needed for subtraction when the sum contains one or more zeros. For example, 2003
- 947

11. Be able to show how to multiply multiples of 10, 100, and 1000, and explain what property of operations on whole numbers is applied at each step in the process; if the step involves using the basic multiplication facts or multiplying powers of 10, be able to identify that these concepts or skills have been applied.

12. Be able to multiply a one-digit number and a two-, three-, or four-digit number using either form A, B, or C shown on the "Multiplication Handout."

13. Be able to show all partial products when multiplying two numbers containing whose numerals have two, three, or four digits.

14. Can divide a pair of numbers using the "repeated subtraction algorithm"; and, for the same division, can do the work with two different sets of partial quotients.

15. Can show the work of the long division algorithm in either the "right side" form or the "pyramid" form.

16. Can explain how to estimate the partial quotient at each step in the division process for any long division exercise. For example:

$$23 \overline{)\,7869} \quad 200$$
$$\underline{4600}$$
$$3269$$

Step 1. $10 \times 23 = 230$
$100 \times 23 = 2300$
$1000 \times 23 = 23000$
$2300 < 7869 < 23000$ so use multiples of 100.

Step 2. Round 23 to 30. Round 7869 to 7000. $7 \div 3$ is about 2. From Step 1, use 200.

Repeat Step 1 and Step 2 until remainder is less than 23.

17. Can write an equation expressing the results of a long division computation.

Prerequisites: None

Pre-assessment: None

Instructional Activities: Lectures, discussions, worksheets, manipulative devices, and curriculum laboratory work.

Post-assessment: Written examination

Objective 4: The intern will be able to demonstrate competency regarding Number Theory:

1. Given any number between 0 and 500, you can determine if it is prime or composite. Also, you must be able to tell what the largest number is that you must test as a divisor of the given number and explain why no larger number need be used.

2. Be able to use the procedure of the "Sieve of Eratosthenes" to find all prime numbers between two given numbers, such as between 200 and 250 or between 700 and 800.

3. Be able to explain why 0 is neither prime nor composite; why 1 is neither prime nor composite.

4. Can state the test for divisibility by 2, 3, 4, 5, 6, 8, 9, 10, 12, 15, 18, 20, and 24, and can use these tests to determine by which of these numbers a large number such as 7, 69, 382 is divisible.

5. Can explain why the test for divisibility by 9 "works" using a specific example such as 76,842.

6. Can explain why the test for divisibility by 4 "works" using a specific example such as 29,736.

7. Can find the prime factorization of any number between 0 and 100,000.

8. Can find the set of all factors of any number between 0 and 100.

9. Can find the set of all common factors of two numbers, each of which is between 0 and 100, using the method of listing all factors of each number.

10. Can find the greatest common factor of two numbers using the method of prime factorization.

11. Can demonstrate a knowledge of the meaning of "multiple" by listing at least ten multiples of any number.

12. Can determine the set of all common multiples of two numbers by listing the multiples of each number and selecting from the two lists the common members.

13. Can determine the least common multiple of two numbers using the method of prime factorization.

Prerequisites: None

Pre-assessment: None

Instructional Activities: Lectures, discussions, and worksheets.

Post-assessment: Written examination

Objective 5: The intern will be able to demonstrate competency regarding Fractional Numbers:

1. Can explain what is meant by "multiplicative inverse" and can give the multiplicative inverse of any whole number and any fractional number.

2. Can demonstrate the meaning of numbers like 1/4, 1/3, 1/6, and 1/8 (unit fractions) by drawing a picture.

3. Can demonstrate the meaning of fractional numbers such as 3/4, 5/8, 2/3, and 3/5 (numerators not equal to) by drawing a picture.

4. Can give the mathematical definition of fractional numbers such as 3/4, 5/8, 2/3, and 3/5.

5. Can list at least ten fractions which name a given fractional number. This includes being able to give ten names for the number 1 and ten names for the number 0.

6. Can describe at least two devices for teaching children how to rename fractional numbers.

7. Can write a definition of a lowest terms fraction; and, for any fractional number, can:
   1. determine if it is or is not named by a lowest terms fraction.
   2. find the lowest terms fraction if it is not already named by a lowest terms fraction.

8. Be able to add any pair of fractional numbers which are named with the same denominator and demonstrate the addition on a number line.

9. Be able to add any pair of fractional numbers which are named with unlike denominators, such as 3/4 and 2/5, and explain why the procedure you use "works."

10. Can demonstrate the meaning of a mixed numeral by expressing it in its expanded form.

11. Can rename a mixed numeral with a fraction and explain the procedure mathematically.

12. Can write the mixed numeral for any fractional number greater than 1 and explain the procedure mathematically.

13. Can add any pair of numbers named by mixed numerals.

14. Be able to compute the product of a whole number and a fractional number (for example, 3 x 4/5) and draw a number line picture to illustrate the product.

15. Can multiply two unit fractions (such as 1/4 and 1/5) and draw an "area" picture that illustrates the product.

16. Can multiply two fractional numbers less than 1 (such as 2/3 and 2/5) and draw an "area" picture that illustrates the product.

17. Can use drawings to explain why we use multiplication to answer questions such as, "What is 1/5 of 2/3?" and "What is 2/3 of 2/5?" (Questions that ask for a "part of.")

18. Be able to multiply any two numbers less than 10, named with mixed numerals, by renaming the factors with improper fractions. For example, 2 1/2 x 4 2/3 or 4 3/4 x 3.

19. Be able to multiply a whole number and a mixed number by using the distributive property. For example, 5 x 2 1/2.

20. Be able to draw a number line picture showing partition division. For example, be able to draw a number line picture for the following problem: If a 7/8 yard piece of ribbon is cut into 3 pieces of the same length, how long is each piece? $7/8 \div 3 = N$.

21. Be able to draw a number line picture showing "repeated subtraction" division. For example, be able to draw a number line picture for the following problem: How many pieces of Scotch tape 3/4 inch long can be cut from a 2 1/2 inch piece? $2\ 1/2 \div 3/4 = N$.

22. Be able to name the quotient of any two numbers by writing the quotient as a fraction and then simplifying as in Strategy I described in "Handout 4."

23. Be able to write a multiplication equation equivalent to a given division equation and then solve it for the missing factor as in Strategy II described in "Handout 4."

Prerequisites: None

Pre-assessment: None

Instructional Activities: Lectures, discussions, worksheets, manipulative devices, and curriculum laboratory work.

Post-assessment: Written examination

MODULE CLUSTER 4.0: CURRICULUM AND LEARNING THEORY

Instructor: Fitch

Module 4.5: Social Studies

Objective 1a: The intern will be able to identify the components of the teaching-learning process as applied to social studies teaching.

a. State the relationship which exists between these components.

b. State the implications of these components and relationships for teacher behavior.

c. Identify the decisions required of the teacher.

Objective 1b: The intern will be able to state the broad purposes of social studies instruction as specified by the National Assessment Objectives.

a. State and defend his/her position on the desirability and applicability of these objectives.

Objective 1c: The intern will be able to recognize the negative impact of traditional conceptions of social studies specifically and schools generally on the culturally different.

a. State the effect of traditional anglo bias in history and the social studies on the Chicano student.

b. Recognize culturally biased statements of historians and other social scientists.

Prerequisites: No prerequisites as such are required. Students will be able to utilize competencies gained from previous sessions to apply to social studies teaching.

Pre-assessment:

1. Written response to a number of general and specific questions about social studies teaching. (See attached instrument.)

2. Written response to questions over social studies objectives. (See attached instrument.)

Instructional Activities:

1. Pre-assessment instrument will be administered.

2. Discussion of pre-assessment instrument to focus upon the objectives of the module.

    a. Areas of agreement in perception.

    b. Areas of disagreement in perception.

3. Lecture-discussion with transparencies.

4. Discussion of responses to National Assessment Objectives in Social Studies and Citizenship.

Post-assessment: Re-take of pre-assessment instruments with additional written comments. Reading of instruments by instructor to determine competency.

Objective 2: As a result of reading the article "Teacher Influence and Talking" and viewing a video tape of classroom interaction, the intern will be able to:

a. Define the term "classroom climate" and state the relation of climate to learning.

b. Compare and contrast the effect of dominative and integrative contacts on students.

c. Distinguish between compliance and dependence.

d. Relate the concept of goal clarity to motivation.

e. Explain the hypotheses of teacher influence and goal clarity.

f. Perform a classroom interactional analysis.

Prerequisites: Reading of assigned articles.

Pre-assessment: Discussion to ascertain if topics have been previously considered.

Instructional Activities:

1. Discussion of interaction analysis.
2. Statement of goals and purposes of this module.
3. Lecture with transparencies.
4. Viewing of video tape of a teacher discussing the concept of prejudice with 5th and 6th grade students.

Post-assessment: None

Objective 3: The intern will be able to:

a. Plan for accomplishing social studies objectives through the unit form of organization.

b. Define the concept of Unit Teaching.

c. State the basic components of a social studies unit.

d. Sequence instructional objectives in terms of their logical relationships for teaching purposes.

e. State objectives in behavioral terms.

f. Select and utilize teaching methods and strategies.

g. Distinguish between traditional and inductive, inquiry, and discovery modes of teaching.

h. Compare and contrast the role of the teacher in traditional and inquiry teaching.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Review of previous module to establish relationship to present module.
2. Provide statement of objectives for this module.

3. Slides to introduce topic of "New" social studies.

4. Examine basic components of units (transparency and handout).

Post-assessment: Written responses to questions over content.

Objective 4: The intern will be able to:

a. Define the specific objectives of social studies instruction in the elementary school.

   1. Select appropriate social studies objectives in the areas of understandings, concepts, and generalizations.

   2. Select appropriate objectives in the area of skills and abilities.

   3. Select appropriate objectives in the area of beliefs, attitudes, and values to be inculcated and/or clarified.

b. Recognize the role of citizenship and social studies objectives (handout).

c. Relate broad goals and purposes of social studies teaching to need for specific objectives.

d. State the relationships that exist between facts, concepts, and generalizations in social studies.

e. State the relationship that exists between the cognitive "knowing" and the cognitive "skills" and affective "valuing".

f. Relate these relationships to decisions and tasks.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Use of transparencies and chalkboard to review previous module.

2. Lecture-discussion with transparencies and chalkboard.

3. Readings: National Assessment Objectives: Social Studies and Citizenship.

4. Provision of handouts for next module.

Post-assessment: Written response to specific questions.

MODULE CLUSTER 4.0: CURRICULUM AND LEARNING THEORY

Instructor: Hood

Module 4.6: Language Arts

Objectives: The intern has demonstrated an understanding of the following aspects of learning the language arts:

1. A plan for teaching proper manuscript and cursive handwriting forms.
2. The use of dictated language experience stories to develop readiness to read.
3. The basic vocabulary and the word structure approaches to teaching spelling.
4. Ways to motivate and evaluate children's basic writing skill.
5. Guiding and evaluating children's progress in readiness to read.
6. Facilitating small group discussions.
7. Using dramatic activities to further readiness to write and comprehend.
8. Choosing and using children's literature to develop literary appreciation and promote practice of reading skills.
9. Ways to motivate and evaluate children's creative writing ability.
10. The integration of the various aspects into a total program for developing language arts.

Prerequisites: None

Pre-assessment: The intern may request an interview in which he or she will demonstrate an understanding of any or all of the items in the objective stated above and be given credit if his or her understanding is equivalent to the minimum required.

Instructional Activities:

1. Lectures.
2. Reading assignments.

3. Interviews with and observations of cooperating teachers.

4. Critiques by master teachers of performance in assigned projects requiring teaching or evaluation of children's skills.

Post-assessment:

1. Exams over lectures and assignments.

2. Evaluation of performance in teaching and evaluation assignments.

MODULE CLUSTER 5.0: CLASSROOM MANAGEMENT

Instructors: Frank, Howe

Module 5.1: Behavior Management

Objective 1: The intern will be able to hold a class meeting (open-ended, social problem solving, or educational-diagnostic) with a group of children in the practicum.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

Option 1. Attend class. Discussion will focus on concepts in William Glasser's book, Schools Without Failure. Demonstration audiotapes will be used.

Option 2. Read: Glasser, W., Schools Without Failure, New York: Harper and Row, 1969.

Post-assessment: Class meeting held by intern is to be audiotape-recorded. Tapes will be evaluated by instructors.

Objective 2: The intern will be able to develop and carry out a behavior-modification program with one child. Program may involve academic, social, or behavioral problems.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

Option 1. Attend class. Discussion will focus on concepts in Patricia Gallagher's book, Positive Classroom Performance: Teaching for Changing Behavior. Different examples of behavior-modification programs will be discussed.

Option 2. Read: Gallagher, P., Positive Classroom Performance: Teaching for Changing Behavior, Denver: Love Publishing Co.

Post-assessment: The intern will be required to develop a behavior-modification program. A written report is to be turned in which includes baseline date, a description of the program, and a discussion of the results.

MODULE CLUSTER 5.0: CLASSROOM MANAGEMENT

Instructor: Frank

Module 5.2: Pupil Progress Reports

Objective 1: The intern will be able to write a progress report on one pupil which he/she has worked with in the practicum.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

Option 1: Attend class on Tuesday, March 4, 5:00 to 6:30 p.m.

Option 2: Read handout on Writing Pupil Progress Reports which has been distributed to you.

Post-assessment: The intern is required to write one pupil progress report on a student he/she has worked with in the practicum. The report should contain the following:

a. Objectives for pupil in at least two areas (for example, in reading and math).

b. Comments regarding pupil progress toward objectives during reporting period.

c. Comments regarding pupil work habits.

d. Comments regarding pupil social/emotional development.

MODULE CLUSTER 5.0: CLASSROOM MANAGEMENT

Instructor: Matthes

Module 5.3: Group Processes

Objective 1: The intern will understand the impact of group processes upon individual behavior.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Weekend Workshop: The intern will participate in a series of structured group experiences designed to develop cohesiveness and clarify communication.

2. Exercises During Class: The intern will go through a series of exercises to demonstrate the impact of competition upon groups and individuals as well as to clarify values.

Post-assessment:

1. The intern will be graded on a Pass-Fail basis.

2. Those who attended the weekend workshop receive a "P."

MODULE CLUSTER 6.0: TEACHING SKILLS AND METHODOLOGY

Instructors: Frank, Gray

Module 6.1: Developing Teaching and Evaluation Strategies

Objectives: The intern will be able to:

1. prepare written lesson plans which include observable and measurable objectives, activities, and means of evaluation.

2. develop three task analyses of educational objectives.

3. a. explain differences between learning and performance.
   b. explain differences between measurement and evaluation.
   c. define reliability in terms of observation and instrument construction.
   d. define validity in terms of observation and instrument construction.
   e. define efficiency in terms of observation and instrument construction.

f. define usability in terms of observation and instrument construction.
g. contrast and compare concepts in "a" through "f" above in relation to formal, informal, affective, cognitive, and psychomotor instruments.

Prerequisites: None

Pre-assessment: Interns who feel they already have competence in any of the above objectives should contact the course instructor.

Instructional Activities:

1. Lectures and discussions on developing instructional objectives and lesson planning.

2. Learning package on task analysis.

3. Lectures on concepts of measurement and evaluation.

Post-assessment:

1. In order to meet Objective 1, the intern will develop lesson plans for activities in the practicum. Lesson plans will include observable and measurable objectives, activities, and means for evaluation. These will be kept in a folder in the practicum setting. Team Leaders and Teacher Corps faculty will determine when these objectives have been met by periodically checking the intern's folder.

2. Objective 2 will be met when the intern successfully prepares a task analysis on three given educational objectives.

3. The intern will demonstrate competence regarding Objective 3 by passing a written exam.

MODULE CLUSTER 6.0: TEACHING SKILLS AND METHODOLOGY

Instructor: Shymansky

Module 6.2: Teaching Science to Children

Objectives: The intern will be able to:

1. write a lesson plan of science instruction for a given grade level covering at least five individual class sessions in which the long-range goals, short-range goals (lesson objectives), learning materials and activities, teacher behaviors, and a rationale are listed.

2. implement the lessons outlined in Objective 1 above in a manner consistent with the rationale cited and teacher behaviors listed.

3. analyze the daily lessons and the overall program in informal discussion sessions with the instructor, team leader, and/or cooperating teacher.

Prerequisites:

1. Module 4.2, Objectives 1 and 3

2. Module 8.1, Objective 3

3. Module 1.2, Objectives 1, 2, 3, and 4

Pre-assessment: None

Instructional Activities: None. This phase is carried out in the student teaching situation.

Post-assessment: Intern performance on Objectives 1, 2, and 3 will be evaluated individually as A, B, C, or I. In addition, composite submodule grades of A, B, C, or I will be assigned to each intern.

MODULE CLUSTER 6.0: TEACHING SKILLS AND METHODOLOGY

Instructor: Hood

Module 6.3: Reading

Objectives: The intern will demonstrate independent ability to teach and evaluate children's learning each of the following aspects of reading:

1. How to base instructional strategies on the results of an informal sight vocabulary test.

2. The use of oral reading analysis as a diagnostic tool.

3. A sequence to follow in teaching word identification skills.

4. Conducting guided reading lessons appropriate to children's present stage in the development of reading skill.

5. Promoting vocabulary development through lessons inside and outside the areas of reading and language arts.

6. Understanding and teaching children with differing abilities in comprehension of what they read.

7. Study skills that enable children to "read to learn."

8. Planning prescriptive teaching for children with reading disabilities.

9. Using the whole language approach in beginning and remedial reading.

10. Using the spelling pattern approach in beginning and remedial reading.

11. Collecting samples of children's work and keeping records to use in classroom diagnosis and reports to parents.

12. The explanation of instructional materials and plans in a program description suitable for presentation to the PTA.

Prerequisites: Demonstrations of competence in the related aspects of Module 4.6.

Pre-assessment: If the intern demonstrated competence by pre-assessment of any aspect of Module 4.6, then the intern may request observations of his performance in teaching or evaluation related to that area.

Instructional Activities:

1. Lectures.

2. Reading assignments.

3. Interviews with and observations of cooperating teachers.

4. Critiques by master teachers of performance in assigned projects requiring teaching or evaluation of children's skills.

Post-assessment: Evaluation of daily performance in teaching and evaluating children's learning of each aspect of reading during the student teaching period.

MODULE CLUSTER 6.0: TEACHING SKILLS AND METHODOLOGY

Instructor: Zweng

Module 6.4: Math

Objective 1: The intern will be able to demonstrate competency in the following aspects of teaching math:

1. Teach a lesson to between four and six youngsters. Lesson is to be videotaped. In lesson, use Stern blocks and pattern boards or a homemade version of them to assist children in establishing the cardinal concept of the numbers "5" through "9".

2. Select a child whom the classroom teacher identifies as being "below average" in mathematics. Devise a way of evaluating the child's understanding of place value (ones, tens, hundreds, and possibly thousands). You will probably want to use rods or counting sticks in your interview with the child. Once you have established the child's difficulty, provide remediation for the child using about three twenty-minute periods.

NOTE: The intern has a choice of demonstrating competency in either No. 3 or No. 4 below.

3. Plan and conduct three twenty-minute (approximately) sessions in which you teach two to five children who are having difficulty with addition or subtraction facts. (Work with only one operation in these sessions.)

4. Plan and conduct three twenty-minute (approximately) sessions in which you teach two to five children who are having difficulty with multiplication facts.

5. Given a lesson in a first grade mathematics workbook, describe how you might prepare students for the lesson and how you might follow up the lesson.

6. Describe a good game for practicing any (or all) of the four computational procedures.

7. Prepare a series of three lesson plans (for three consecutive days) to introduce for the first time one of the four algorithms.

Prerequisites: Completion of Module 4.4

Pre-assessment: None

Instructional Activities: None. This phase is carried out in the student teaching situation.

Post-assessment: Written descriptions and/or tape recordings of activities will be submitted to the instructor for evaluation.

Objective 2: The intern will be able to demonstrate competency in the following aspects of teaching math:

1. Teach one mathematics class per day for a minimum of five consecutive days. It is preferred that you teach a unit from the beginning to a logical ending point. If this cannot be arranged, any five consecutive days of teaching will satisfy the requirement.

   This is to be done prior to the time that you will be teaching all subjects all day. During the time you are working on this module, you should be primarily responsible for mathematics and only assisting with the other subjects.

   The topic you teach is to be selected by you and your cooperating teacher.

2. Prepare lesson plans for each day you are teaching. Each should include Objectives, Instructional Activities, and an Evaluation. These are to be submitted to me after you complete your unit.

   Copies of any duplicated materials distributed to your class should be included with your lesson plans.

3. Administer an evaluation (test or quiz) at the end of your unit. You may use tests or quizzes supplied with your textbook or devise your own. After correcting the papers and showing them to the youngsters, turn them in with your lesson plans.

4. After each day's teaching, write a brief self-evaluation. If some aspect of your lesson did not go well, suggest what you would do if you had a chance to repeat the lesson. Attach this self-evaluation to the lesson plan for that day.

Prerequisites: Completion of Module 4.4

Pre-assessment: None

Instructional Activities: None. This phase is carried out in the student teaching situation.

Post-assessment: Observation by instructor.

MODULE CLUSTER 6.0: TEACHING SKILLS AND METHODOLOGY

Instructor: Fitch

Module 6.5: Social Studies

Objective 1: As a result of reading in the Taba handbook and through participation in a demonstration lesson, the intern will be able to:

a. Define the concept of process as applied to education.

b. Recognize the need for planning and sequencing questions for discussion.

c. Distinguish among the teaching strategies outlined in the Taba handbook.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Discussion.

2. Demonstration lesson.

3. Processing of activities of demonstration lesson.

Post-assessment: Re-take of pre-assessment instruments with additional written comments. Reading of instruments by instructor to determine competency.

Objective 2: The intern will be able to:

a. Answer the question, "Why deal with feelings?" with an educationally sound rationale.

b. Make distinctions between beliefs, attitudes, and values.

c. Define the term "value".

d. Apply interpersonal problem solving skills in the classroom.

e. State the characteristics of a value.

f. State alternative ways in which teachers may approach values.

g. Define the term "value clarification".

h. Identify and use appropriate techniques for value clarification.

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Lecture-discussion.
2. Demonstration lesson of interpersonal problem solving techniques.
3. Demonstration lesson using several value clarification techniques.
4. Use exercise "20 Things I Love to Do."

Post-assessment: Long range: Evaluation of the intern by the instructor and team leaders in teaching situations.

Objective 3: The intern will be able to:

a. Define the concept "strategy" as applied to social studies teaching.

b. Identify factors which influence classroom interaction and teaching strategies.

   1. "Psyching out" of the teacher.
   2. Looking for "right" answers.
   3. Previous work on classroom interaction analysis.

c. Identify or isolate the steps in the process of developing concepts.

   1. Apply these steps to a concept.

d. Concentrate on the process or procedure of developing a concept and separate the process from teacher "style".

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Lecture-discussion.
2. Demonstration lesson of the concept development strategy using the concept of neighborhood.

Post-assessment:

Immediate: Written examination.

Long range: Evaluation of the intern by instructor and team leaders in teaching situations.

MODULE CLUSTER 6.0: TEACHING SKILLS AND METHODOLOGY

Instructor: Frank

Module 6.6: Designing Instructional Materials and Use of Audiovisual Equipment

Objective 1: The intern will be able to design one unit of instructional material (an educational game, a classroom interest center, or an audiotaped reading lesson).

Prerequisites: None

Pre-assessment: None

Instructional Activities:

Option 1: Attend class on Thursday, March 20, from 5:00 to 6:30 p.m.

Option 2: Read the three learning packages attached entitled:

a. A Learning Package About Educational Games

b. A Learning Package About Classroom Interest Centers

c. A Learning Package About Developing Audiotape-Recorded Reading Lessons

Post-assessment: The intern is required to develop one unit of instructional material. The intern may choose which one. The description of the assignment for each unit of instructional material is found as the last part of each learning package.

Objective 2: The intern will be able to operate each of the following pieces of audiovisual equipment: tape recorder, record player, 16 mm film projector, overhead projector, and filmstrip projector.

Prerequisites: None

Pre-assessment: None

Instructional Activities: The intern is expected to work on Objective 2 independently. Check out the paperback book entitled Audiovisual Fundamentals by Bullard and Mether from your Team Leader. Read the following pages:

a. For cassette tape recorder operation, read pages 47 - 51.

b. For record player operation, read pages 41 - 43.

c. For 16 mm film projector operation, read pages 66 - 79.

d. For overhead projector operation, read pages 6 - 7.

e. For filmstrip projector operation, read pages 16 - 21.

Post-assessment: The intern is required to use each of the above pieces of equipment in the classroom. Your Team Leader has a check off sheet which she/he will sign when you have demonstrated competence regarding this objective. It will be your responsibility to ask the Team Leader or cooperating teacher to observe your use of the equipment.

MODULE CLUSTER 6.0: TEACHING SKILLS AND METHODOLOGY

Instructor: Hood

Module 6.7: Language Arts

Objectives: The intern has demonstrated independent ability to teach and evaluate children's learning each of the following aspects of language arts:

1. A plan for teaching proper manuscript and cursive handwriting forms.

2. The use of dictated language experience stories to develop readiness to read.

3. The basic vocabulary and the word structure approaches to teaching spelling.

4. Ways to motivate and evaluate children's basic writing skill.

5. Guiding and evaluating children's progress in readiness to read.

6. Facilitating small group discussions.

7. Using dramatic activities to further readiness to write and comprehend.

8. Choosing and using children's literature to develop literary appreciation and promote practice of reading skills.

9. Ways to motivate and evaluate children's creative writing ability.

10. The integration of the various aspects into a total program for developing language arts.

Prerequisites: Demonstrations of competence in the related aspects of Module 4.6.

Pre-assessment: If the intern demonstrates competence by pre-assessment of any aspect of Module 4.6, then the intern may request observations of his performance in teaching or evaluation related to that area.

Instructional Activities:

1. Lectures.

2. Reading assignments.

3. Interviews with and observations of cooperating teachers.

4. Critiques by master teachers of performance in assigned projects requiring teaching or evaluation of children's skills.

Post-assessment: Evaluation of daily performance in teaching and evaluating children's learning of each aspect of language arts during the student teaching period.

INTERN STUDENT TEACHING EVALUATION FORM

Date:

Intern's Name:

Grade:

School:

Person Rating Intern:

General Comments:

INTERN STUDENT TEACHING EVALUATION FORM

1. To what extent does the intern develop goals with the teacher and plan cooperatively for their attainment?

☐ ☐ ☐ ☐ ☐

Not at all — Very much

2. To what extent does the intern plan lessons adequately with regard to objectives?

☐ ☐ ☐ ☐ ☐

Does not plan adequately — Plans very adequately

3. To what extent does the intern exhibit adequate preparation of his lessons?

☐ ☐ ☐ ☐ ☐

Not prepared — Very prepared

4. To what extent does the intern make effective use of a variety of well-selected materials in daily lessons?

☐ ☐ ☐ ☐ ☐

Never — Often

5. To what extent does the intern relate classroom activities to the student's real environment?

☐ ☐ ☐ ☐ ☐

Does not recognize opportunities — Recognizes opportunities

6. To what extent does the intern employ appropriate teaching methods for his/her objectives?

☐ ☐ ☐ ☐ ☐

Does not employ appropriate methods — Employs appropriate methods

7. To what extent does the intern give adequate directions?

☐ ☐ ☐ ☐ ☐

Not adequate — Very adequate

8. To what extent does the intern discuss goals with the class and the methods by which they may be reached?

☐ ☐ ☐ ☐ ☐

Never — Very often

9. To what extent does the intern introduce intern-prepared materials into the classroom?

☐ ☐ ☐ ☐ ☐

Never — Very often

10. To what extent does the intern encourage the students to participate in discussions and related activities?

☐ ☐ ☐ ☐ ☐

Never Always

11. To what extent does the intern utilize differing opinions and judgments as motivation for study?

☐ ☐ ☐ ☐ ☐

Does not utilize Often utilizes

12. To what extent does the intern anticipate problems in social behavior and take appropriate preventive action?

☐ ☐ ☐ ☐ ☐

Never Always

13. To what extent does the intern maintain appropriate classroom control?

☐ ☐ ☐ ☐ ☐

Never Always

14. To what extent does the intern take constructive action against obvious deviations in social behavior?

☐ ☐ ☐ ☐ ☐

Never Always

15. To what extent does the intern exhibit skills in identifying students' learning difficulties?

☐ ☐ ☐ ☐ ☐

Doesn't notice Notices most

16. To what extent is the intern effective in providing help for students with learning difficulties?

☐ ☐ ☐ ☐ ☐

Doesn't provide help Provides much help

17. To what extent does the intern plan assignments which permit students to work according to their individual needs?

☐ ☐ ☐ ☐ ☐

Never Often

18. To what extent does the intern confer with parents about the progress of pupils?

☐ ☐ ☐ ☐ ☐

Never Often

19. To what extent does the intern provide an environment in which pupils explore different opinions and judgments?

☐ ☐ ☐ ☐ ☐

Never — Very much

20. To what extent does the intern adhere closely to the policy of the school system?

☐ ☐ ☐ ☐ ☐

Ignores school policy — Adheres to school policy

21. To what extent does the intern seek and accept constructive criticism as a means for improving instructional performance?

☐ ☐ ☐ ☐ ☐

Never — Often

22. To what extent is the intern able to incorporate criticism and suggestions into his performance?

☐ ☐ ☐ ☐ ☐

Not able to profit from criticism — Always makes use of constructive criticism

23. To what extent does the intern demonstrate initiative?

☐ ☐ ☐ ☐ ☐

Not at all — Very much

24. To what extent does the intern undertake more than he can adequately handle?

☐ ☐ ☐ ☐ ☐

Consistently overextended — Consistently plans adequately

25. To what extent does the intern display interest and enthusiasm for teaching?

☐ ☐ ☐ ☐ ☐

Very little — Very much

26. To what extent does the intern evidence thoroughness in background preparation?

☐ ☐ ☐ ☐ ☐

Not prepared — Well prepared

27. To what extent does the intern utilize community services, personnel, and resources?

☐ ☐ ☐ ☐ ☐

Never — Often

MODULE CLUSTER 7.0: BILINGUAL-BICULTURAL STUDIES

Instructor: Leos

Module 7.1: Bilingualism

Objective 1: The intern will be able to hold a parent conference in Spanish.

Prerequisites: Initial screening for minimal competence in Spanish.

Pre-assessment: None

Instructional Activities:

1. The interns have the opportunity to use the language laboratory in Schaeffer Hall for activities to strengthen conversational skills.

2. Small group conversational activities will be available for interns needing conversational practice. The activities will be designed by Jose Cuevas, Deborah Caldwell, and Rita Watts and will involve discussion of topics such as: personal background, impressions of Iowa City and vicinity, and use of educational terminology to prepare for teaching in Spanish.

Post-assessment: The intern's performance in the parent conference will be evaluated by a bilingual Teacher Corps staff member.

Objective 2: The intern will be able to teach a lesson in Spanish to children who are primarily Spanish-speaking.

Prerequisites: Initial screening for minimal competence in Spanish.

Pre-assessment: None

Instructional Activities: Participation in workshop on Bilingual-Bicultural Education.

Post-assessment: The intern's performance in the lesson will be evaluated by a bilingual Teacher Corps staff member.

Objective 3: The intern will be able to teach a lesson in English to children who are primarily Spanish-speaking.

Prerequisites: Initial screening for minimal competence in Spanish.

Pre-assessment: None

Instructional Activities: Participation in workshop on Bilingual-Bicultural Education.

Post-assessment: The intern's performance in the lesson will be evaluated by a bilingual Teacher Corps staff member.

Objective 4: The intern will be able to teach a lesson in Spanish to children who are primarily English-speaking.

Prerequisites: Initial screening for minimal competence in Spanish.

Pre-assessment: None

Instructional Activities: Participation in workshop on Bilingual-Bicultural Education.

Post-assessment: The intern's performance in the lesson will be evaluated by a bilingual Teacher Corps staff member.

Objective 5: The intern will be able to write a progress report in Spanish for a Spanish-speaking and Spanish-reading parent.

Prerequisites: Initial screening for minimal competence in Spanish.

Pre-assessment: None

Instructional Activities: Participation in workshop on Bilingual-Bicultural Education.

Post-assessment: Evaluation of the written progress report will be made by a bilingual Teacher Corps staff member.

MODULE CLUSTER 7.0: BILINGUAL-BICULTURAL STUDIES

Instructor: Leos

Module 7.2: Bilingual-Bicultural Education

Objective 1: The intern will be able to demonstrate a knowledge of some bilingual sources available for teaching elementary school subject matter (reading, math, science, social studies, language arts).

Prerequisites: None

Pre-assessment: None

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Instructional Activities:

1. Tour of University of Iowa Curriculum Laboratory for the purpose of viewing bilingual materials.

2. Discussion of commercially prepared materials for bilingual-bicultural education.

Post-assessment: Evaluation will be made through observation and conferences with bilingual Teacher Corps staff member.

Objective 2: The intern will be able to describe in writing the general characteristics of a bilingual-bicultural education program including the role of teaching English as a second language, differences between programs for teaching English as a second language and a bilingual-bicultural pro

Prerequisites: None

Pre-assessment: None

Instructional Activities:

1. Participation in workshop on Bilingual-Bicultural Education.

2. Readings:

Saville, Muriel R. and Troike, Rudolph L. A Handbook of Bilingual Education.

Valencia, Atilano. Bilingual-Bicultural Education for the Spanish-English Bilingual.

3. Suggested Readings:

Poblano, Rafael. Ghosts in the Barrio.

Post-assessment: The written report will be evaluated by a Teacher Corps staff member who is familiar with bilingual-bicultural education programs.

MODULE CLUSTER 7.0: BILINGUAL-BICULTURAL STUDIES

Instructor: Leos

Module 7.3: History and Sociology of the Chicano in Iowa

Objective 1: The intern will participate in discussions concerning the history of Chicanos in Iowa, migrant health services, and immigration information.

Prerequisites: None

Pre-assessment: None

Instructional Activities: A series of discussions were held:

1. George Garcia, Head of Urban Education, Iowa State Department of Public Instruction, spoke on Chicano history on the national level as well as on the state level (Iowa).

2. Juan Cadena and Father Vitold Valainis of the Muscatine Migrant Committee spoke of their experiences in working with the Chicano community in southeast Iowa.

3. Sister Irene Munoz and Sister Molly Munoz of the Muscatine Migrant Committee spoke of their work in providing health services to the migrant community in southeast Iowa.

Post-assessment: No specific post-assessment will be made regarding Objective 1.

MODULE CLUSTER 8.0: UNDERSTANDING INDIVIDUAL DIFFERENCES

Instructor: Shymansky

Module 8.1: Finding Out About Kids

Objective 1: The intern will be able to analyze the informal interviewing technique using transcribed interviews supplied by the instructor.

Prerequisites: None

Pre-assessment: The intern will be given analysis sheets which outline techniques and give formulae for calculating scores on various interview factors. Grades of A, B, C, I will be assigned on the basis of comparison with a master key analysis sheet.

Instructional Activities:

1. Mimeographed handouts.

2. Lecture.

Post-assessment: Same as Pre-assessment.

Objective 2: The intern will be able to audiotape at least two informal interviews with children on science topics and analyze his/her interviewing technique.

Prerequisites: Module 8.1 - Objective 1.

Pre-assessment: The intern will be able to use analysis sheets supplied by the instructor in which three distinct interview factors will be tallied and scored. This will be graded on an S-I basis.

Instructional Activities:

1. Mimeographed readings.

2. Lecture.

Post-assessment: Same as Pre-assessment.

Objective 3: The intern will be able to collect and analyze interview data on five Piaget-type tasks with six different children using protocols and scoring techniques provided by the instructor.

Prerequisites: None

Pre-assessment: The intern will be first screened on the ability to administer protocol interviews and graded as S-I. Following satisfactory screening, the intern will be allowed to conduct interviews with children and directed to score the children's responses according to defined strategies. Grades of A, B, C, I will be assigned on the basis of comparing instructor scoring of the children's responses to the intern's scoring results.

Instructional Activities:

1. Videotapes.

2. Lecture.

3. Readings.

Post-assessment: Same as Pre-assessment.

Objective 4: The intern will be able to write at least one protocol interview dealing with the conservation of some quantity other than those used in the Piaget-type tasks of Objective 3 and administer the task(s) to two or more children.

Prerequisites: Module 8.1 - Objective 3.

Pre-assessment: The intern will be required to write a protocol, devise the necessary equipment to conduct the protocol, and develop a scoring technique for the tasks. After having conducted the interviews with the above materials, all materials, and interview results will be turned in to the instructor and graded A, B, C, I based on protocol criteria included in Objective 3.

Instructional Activities:

1. Videotapes.

2. Lecture.

3. Readings.

Post-assessment: Same as Pre-assessment.

Objective 5: The intern will be able to state implications of interview results for planning a science program for elementary school children.

Prerequisites: Module 8.1 - Objectives 1, 2, 3, 4.

Pre-assessment: The intern will be required to hand in a two to five page paper stating the implications of the interview data for planning a science program for elementary school children. This paper will be judged by the instructor on an A, B, C, I basis.

Instructional Activities: None

Post-assessment: Same as Pre-assessment.

MODULE CLUSTER 8.0: UNDERSTANDING INDIVIDUAL DIFFERENCES

Instructor: Gray

Module 8.2: Understanding Children's Learning Styles

Objective 1: The intern will demonstrate knowledge of individual differences in learning styles.

Prerequisites: Module 4.1, Objectives 9 and 10.

Pre-assessment: Same as Post-assessment.

Instructional Activities: (optional)

1. Attend two mini-lectures which deal with competency.

2. Attend two seminars which deal with competency.

Post-assessment: Test of the objectives indicating competency. Minimal competency level is 50% of the written exercises solved correctly.

Recycling Process: Alternative form of post-test or instructional activities - see instructor.

Objective 2: The intern will demonstrate knowledge utilization of individual differences in learning styles in school learning milieus.

Prerequisites: Module 4.1, Objectives 9 and 10; Objective 1 above.

Pre-assessment: Same as Post-assessment.

Instructional Activities: (optional)

1. Attend one mini-lecture which deals with competency.
2. Attend one seminar which deals with competency.
3. Interpret a simulated project of learning style and learning milieu interactions.

Post-assessment: Interpretation of results of project judged to be satisfactory by instructor.

Recycling Process: See instructor.

APPENDIX C

Advisory Committee Members

ADVISORY COMMITTEE MEMBERS

Columbus Junction, Iowa

Guadalupe Cruz, Community Representative

Martha Peterson, Community Representative, Community Coordinator

James Paulding, School Representative, Team Leader

William Wilson, School Representative, Principal - Elementary School

Robert F. Hedemann, Superintendent of Columbus Community School District

Davenport, Iowa

Phyllis Fillers, Community Representative, Community Coordinator

Jessie Lamantia, Community Representative

Jesse Rios, Community Representative

Ernest Rodriquez, Community Representative, Area Board for Migrants

Carl Dresselhaus, School Representative, Director of Elementary Education

James Kay, School Representative, Muscatine-Scott County School System

Jerry B. Stout, School Representative, Muscatine-Scott County School System

Rita Watts, School Representative, Team Leader

Leo Grebner, Superintendent of Davenport Community School District

Iowa City, Iowa

Ray Muston, Associate Dean, College of Education, The University of Iowa

Muscatine, Iowa

Juan Cadena, Community Representative, Muscatine Migrant Committee

Arturo Garza, Community Representative

Father Vitold Valainis, Community Representative

Brenda Wolf, Community Representative

Nancy Fitchner, School Representative, Team Leader

Jerry Lange, School Representative, Principal - Elementary School

Arthur Sensor, Superintendent of Muscatine Community School District

West Liberty, Iowa

Eustolia Partida, Community Representative

Debbie Caldwell, School Representative, Team Leader

Mary Maxson, School Representative

Lewis Morrison, School Representative, Principal - Elementary School

Delmar T. Jeneray, Superintendent of West Liberty Community School District

Ex Officio Members

Roberto Leos, University Representative, Teacher Corps Assistant Director

Paul Retish, University Representative, Teacher Corps Director

APPENDIX D

Interns

INTERNS

Nicolas Aguilera	Mason City, IA
Virginia Alvarado	San Bernardino, CA
Romona Camacho	Des Moines, IA
Robert Caraveo	South El Monte, CA
Mary Carral	Los Angeles, CA
Edmundo Cavazos	Moline, IL
David Chavira	Los Angeles, CA
John Clark	Moline, IL
Reuben Gaxiola	Los Angeles, CA
Dorothy Leos	Kingsville, TX
Elizabeth Lutz	Cincinnati, OH
Eva Martinez	Berrien Springs, MI
Elizabeth Minjares	Los Angeles, CA
José Reynaga	Los Angeles, CA
Sandra Rivera	Moline, IL
Carlos Sanchez	Los Angeles, CA
Annabella Torres	Bayamón, PR
Arturo Villalobos	Davenport, IA
Richard Villanueva	Sacramento, CA
José Villarrial	Durango, CO

APPENDIX E

Cooperating Teachers

TEACHER CORPS
Intern Practicum Placements
Fall, 1974

Columbus Junction - 1st 8 weeks

School	Teacher	Grade	Intern	Yes
Conesville	Virginia Schlapkohl	1	Virginia Alvarado	Yes
Conesville	MaryLou Peterson	2	Elizabeth Lutz	No
Columbus Junction	Sandra Kongable	6	Bob Caraveo	Yes

Columbus Junction - 2nd 8 weeks

Conesville	Virginia Schlapkohl	1	Bob Caraveo	Yes
Columbus Junction	Diane Fullerton	6	Virginia Alvarado	Yes
Columbus Junction	Kathryn Elliott	6	Elizabeth Lutz	No

TEACHER CORPS
Intern Practicum Placements
Fall, 1974

Davenport - 1st 8 weeks

School	Teacher	Grade	Intern	Car
Jefferson	Rebecca Jones	2	Eva Martinez	No
Jefferson	Karen Elliott	2	Elizabeth Minjares	No
Jefferson	Elizabeth Wadle	2	Richard Villanueva	Yes
Buchanan	Mary Fisher	3	Carlos Sanchez	Yes
Madison	Evelyn Thompson	2	John Clark	Yes
Monroe	Florence Bates	K	David Chavira	Yes

Davenport - 2nd 8 weeks

School	Teacher	Grade	Intern
Jefferson	Alyce Rasmussen (L.A. - Soc. St.) 4 weeks Henry Reams (Science) 2 weeks Amanda Grandgenett (Math) 2 weeks		Eva Martinez
Jefferson	Henry Reams (Science) 2 weeks Amanda Grandgenett (Math) 2 weeks Alyce Rasmussen (L.A. - Soc. St.) 4 weeks		Elizabeth Minjares
Jefferson	Amanda Grandgenett (Math) 2 weeks Henry Reams (Science) 2 weeks Darlene Roseleaf (L.A. - Soc. St.) 4 weeks		John Clark
Monroe	Charles Williams (L.A. - Soc. St.) 4 weeks Mrs. Peustian (Math) 2 weeks Mr. Fairbanks (Science) 2 weeks		Carlos Sanchez
Monroe	Mary McGovern	4	David Chavira

TEACHER CORPS
Intern Practicum Placements
Fall, 1974

Muscatine - 1st 8 weeks

School	Teacher	Grade	Intern	Car
Franklin	Marjorie Van Camp	1	Reuben Gaxiola	No
Franklin	Debbie Walters	6	Romona Camacho	Yes
Jefferson	Evelyn Schauland	K	Mary Carral	No
Garfield	Marsha Bennett	3	Edmundo Cavazos	Yes
Jefferson	Arlene Keating (Sp. - Writing) 4 weeks Soc. St.,	5	Dorothy Leos	No
	Martha Nichols (Math - Science) 4 weeks	5		
Jefferson	Phyllis Knox (Reading - L.A.) 4 weeks	5	Nicolas Aguilera	Yes
	Arlene Keating (Sp. - Writing) 4 weeks Soc. St.,	5		

Muscatine - 2rd 8 weeks

School	Teacher	Grade	Intern	Car
Franklin	Marjorie Van Camp	1	Romona Camacho	Yes
Garfield	Marsha Bennett	3	Nicolas Aguilera	Yes
Garfield	Betty Breckenfelder	K	Dorothy Leos	No
Jefferson	Debbie Walters	6	Mary Carral	No
Jefferson	Martha Nichols (Math - Science) 4 weeks	5	Jose Reynaga	Yes
	Phyllis Knox (Reading - L.A.) 4 weeks	5		
Jefferson	Phyllis Knox (Reading - L.A.) 4 weeks	5	Edmundo Cavazos	Yes
	Martha Nichols (Math - Science) 4 weeks	5		

TEACHER CORPS
Intern Practicum Placements
Fall, 1974

West Liberty -- 1st 8 weeks

School	Teacher	Grade	Intern	Car
Elementary Building	Jeanette Iske	K	Arturo Villalobos	Yes
Elementary Building	Kay VanMantgem	1	Frank Villarrial	No
Elementary Building	Gleeanna Waite	3	Sandi Rivera	Yes
Elementary Building	Linda Maylone	2	Jose Reynaga	No
Elementary Building	Elnora Morris	1	Annabella Torres	Yes

West Liberty -- 2nd 8 weeks

School	Teacher	Grade	Intern	Car
Middle School	Morris (Math - Reading) 3 weeks Holmes (Science - Writing) 3 weeks Norton (Soc. St. - Eng.) 2 weeks		Sandi Rivera	Yes
Middle School	Norton (Soc. St. - Eng.) 4 weeks Morris (Math - Reading) 2 weeks Holmes (Science - Writing) 2 weeks		Annabella Torres	No
Middle School	Mays (Science - Math) 3 weeks Kohn (Eng. - Writing, Reading) 3 weeks Writing, Moenck (Soc. St. - Reading 2 weeks		Reuben Gaxiola	No
Middle School	Writing, Moenck (Soc. St. - Reading 4 weeks Mays (Science - Math) 2 weeks Kohn (Eng. - Writing) 2 weeks		Frank Villarrial	No
Nichols Building	Helen Alloway	4	Arturo Villalobos	Yes

Intern Student Teaching Placements

Spring Semester, 1975

Community and School	Intern	Grade	Cooperating Teacher
Columbus Junction			
Columbus Junction	Mary Carral	6	Diane Fullerton
Conesville			
Conesville	Romona Camacho	2	Mary Lou Peterson
Conesville	Elizabeth Minjares	1	Virginia Schlapkohl
Davenport			
Monroe	Robert Caraveo	6	Charles Williams
Jefferson	Edmundo Cavazos*	5	Alyce Rasmussen
Jefferson	Dorothy Leos	6	Darlene Roseleaf
Jefferson	Sandra Rivera	3-4	Jan Stewart
Muscatine			
Jefferson	Virginia Alvarado	3	Sherry Axel
Garfield	David Chavira	4	Joan Carlson
Garfield	John Clark	5	Janie O'Toole
Jefferson	Elizabeth Luta	3	Grace Duggelby
Garfield	Jose Reynaga**	3	Marsha Bennett
West Liberty			
West Elementary	Nicolas Aguilera	2	Carol Parks
Middle School	Reuben Gaxiola	5	Mary Morris
Middle School	Carlos Sanchez	6	Wallace Mays
West Elementary	Annabella Torres	3	Jane Boyd
West Elementary	Jose Villarrial	2	Linda Maylone

*Edmundo Cavazos later transferred to Garfield School in Muscatine.
**Jose Reynaga later transferred to West Elementary School in West Liberty.

APPENDIX F

Orientation Activities

ORIENTATION ACTIVITIES
Columbus Junction, Iowa

Jim Paulding, Team Leader
Virginia Alvarado, Intern
Robert Caraveo, Intern
Elizabeth Lutz, Intern

1. Built a float for the centennial parade and participated in the celebration.

2. Visited the three schools, met with the personnel and was told something about the history of each school.

3. Met with the personnel at the main office and had a discussion with the superintendent.

4. Visited the classrooms in the building where they would be doing their interning.

5. Made extensive tours around the complete school district in order to become acquainted with the areas that the children came from and to get some idea about the different bus routes.

6. Met the President of the Board of Education during one of these tours.

7. While going on tours, the interns were made aware of the churches in the community, the services that the community offered, and the ways by which the people made their living.

8. Visited recreation areas such as golf course, swimming pool, and hunting and fishing areas.

9. Visited with the community coordinator about the different community organizations.

10. Took part in opening day workshop.

11. Helped with the registration of all pupils (worked in the area of checking eyesight).

11½. Became acquainted with Paulding's Point.

Jim Paulding

ORIENTATION ACTIVITIES
Davenport, Iowa

Rita Watts, Team Leader
David Chavira, Intern
John Clark, Intern
Eva Martinez, Intern
Elizabeth Minjares, Intern
Carlos Sanchez, Intern
Richard Villanueva, Intern

1. August 11--Interns attended a LULAC Board Meeting and were introduced by the community coordinator.

2. August 12--Team Meeting: Jim Kay, LEA Director, and Phyllis Fillers, Community Coordinator, were also present. Calendars and community information packets were passed out and discussed. Phyllis and I had arranged meetings with the directors of the various agencies to describe their programs to the team and suggest ways the interns could become involved. Phyllis and I attended all agency meetings.

3. August 13--11:00. Central and West Neighborhood Development Corporation Director, Steve Schulte, described the various programs his agency provides. The Ruben Salazar Center, once located in the basement, has been nonactive for six months. Following the resignation of the one Chicano staff member, Chicano involvement in all the programs dropped markedly. Possible intern involvement:
    1. Volunteering for the tutoring program offered during the school year.
    2. Remodeling and reactivating the Ruben Salazar Center.
    3. Recommending or purchasing books on Chicano history for their library.
    4. Encouraging and referring Chicano children to the free dental and medical care facilities provided by the agency.

    3:00. We met with Ernie Rodriguez to discuss the dissolution of the Area Board for Migrants in Davenport. The Director, the job placement advisor, and their secretary would be leaving the office Thursday because of lack of funding. Only the Immigration Director will continue to be funded by the Davenport Catholic Diocese. The probable negative results of this action were discussed.

    7:00. The Interns made a home visit to the Martiano Lopez family.

4. August 14--We met with those attending the Elderly Lunch Program which meets in the LULAC club. All discussion was in Spanish. Equal time was given to the discussion of the Teacher Corps program, some interesting facts about the ancianos present, and then having them share their craft work with us. They invited us to come back again to visit.

5. August 15--Interns made a home visit to the Aguilera family.

6. August 16--6:30. Interns went to the Muscatine Migrant Clinic to help interpret for the doctors. The lack of male volunteers at the clinic was stressed.

7. August 17--Interns made a home visit to the Pablo Gutierrez family.

8. August 19--9:00-5:00. Muscatine-Scott County Inservice. This included a bus tour of the facilities in Muscatine and Davenport.

   7:30. We attended the Davenport Board of Education Meeting. Superintendent Grebner asked the Board to approve a Committee on Bilingual Education to:
   1. study the need for a complete K-6 bilingual program
   2. if the need is found to exist, to develop a proposal for a bilingual program to meet the identified student needs.

   The Committee would report its findings back to the Board prior to the end of the 1974-75 school year. The proposed committee makeup would be as follows:
   1. J. D. Rios--LULAC
   2. Carl Dresselhaus--Director of Elementary Education
   3. Phyllis Fillers--Teacher Corps Community Representative
   4. Rita Watts--Teacher Corps Team Leader
   5. Mildred Leatherman--Teacher ESL Program at Jefferson School
   6. Two interested nonChicano, noneducator members--to be selected

9. August 20--8:30-4:00. Inservice continued. Roberto Leos and I described the Teacher Corps program to the staff.

10. August 21--The team will visit the East Side Neighborhood Development Corp.

The recommendation for the Committee on Bilingual Education was unanimously approved by the Board! Suggestions for intern involvement will be forthcoming. Mr. Dresselhaus suggested there may be job opportunities in Davenport for some interns after their teacher training program.

Rick and David have become involved in suggesting a list of books and materials on Chicano history to the Davenport Schools Book Selection Committee. Also, resulting from the visit to the Lopez family, they have set up a weekly meeting to teach English to Mr. Lopez and several of his friends.

Rita Watts

ORIENTATION ACTIVITIES
Muscatine, Iowa

Nancy Fitchner, Team Leader
Reuben Gaxiola, Intern
Ramona Camacho, Intern
Nicolas Aguilera, Intern
Dorothy Leos, Intern
Mary Carral, Intern
Edmundo Cavazos, Intern

1. Discussed with director of Public Library the possibility of a Spanish-speaking story hour. This is one of their goals. Will be advised later upon implementation.

2. Have met with interns on Monday, Wednesday, and Friday.

3. Arranged for interns to meet the principals in the buildings they will be working and to see the layout of their school.

4. Met with the new superintendent and discussed program.

5. Met with principals individually to discuss their roles in the program and to clear time during workshop when I can meet with cooperating teachers.

6. Arranged with superintendent for a University of Iowa staff member to talk to all school faculty about Teacher Corps.

7. Arranged for interns to visit Iowa and Illinois farm workers.

8. Arranged for interns to go aboard a tugboat on Mississippi River while it went down river to pick up a barge of coal and deliver in to Light Plant. Also toured Riverview Park.

9. Introduced interns to school board members.

10. Advised interns to:
    1. Visit West Liberty Fair
    2. Attend Great River Day Celebration August 21-25
    3. Visit Weed Park and zoo
    4. Visit Museum
    5. Visit Migrant Council and MAP and offer services
    6. Attend school board meetings
    7. Attend city council meetings

Interns have done 1, 4, and 6 of the above. They have also attended a community program on China. Several worked at the health clinic Friday night. They have done a lot to get out into the community.

Nancy Fitchner

ORIENTATION ACTIVITIES
West Liberty

Debbie Caldwell, Team Leader
Jose Reynaga, Intern
Sandi Rivera, Intern
Annabella Torres, Intern
Arturo Villalobos, Intern
Frank Villarrial, Intern

1. Active involvement in the community of West Liberty began on August 4, when the interns had a meeting with some of the Mexican women in town who have arranged a group to make and sell tamales. They discussed plans for a booth or float in the West Liberty fair but decided against both. They decided to throw their strength in with the women's group and their ideas and help them.

2. Monday, August 12, the team met to discuss plans and ideas. The list enclosed was discussed--places to visit and project to consider for the fall.

3. Tuesday evening, another planning meeting was held with the ladies group. They enlisted interns' help in selling food, making tamales, and selling them. The money raised will help buy clothes for the queen of the 16th of September fiesta and dance.

4. Wednesday, the team went to Muscatine to see the Migrant Center and the MAP.

5. On Thursday and Friday, the interns helped at the school registration days, translating for those who don't speak English. They also helped the ladies make and sell tamales.

6. The free times during the week were left for the intern to meet people on his own and go to the Fair, library, etc.

I was pleased with the interns' interest and work in the community. They are making themselves known by being helpful to the Mexican people.

Debbie Caldwell

Enclosure

COMMUNITY INVOLVEMENT

1. West Liberty Fair--August 9-14

2. Tour of Louis Rich Turkey Processing Plant

3. Get to know community needs for fall project. Suggestions:
   - a. Organized sport for boys 12-16
   - b. Preschool and/or daycare center
   - c. Health care:
     1. Translator--to accompany parents to doctor and dentist
        to take families to clinics in Iowa City
        to assist school nurse with health problems
     2. Prevention of illness--nutrition and dental care information
   - d. Community Resource Center
     1. Legal and financial problems
        Landlords, debts, buying houses, etc.
     2. Employment problems
        Discrimination, low wages, finding jobs, career opportunities for teenagers
     3. Broadening cultural activities
        More books in Spanish at the Public Library
        Preschool story hour in Spanish at the library
        Classes in conversational Spanish and English
        Column in the newspaper in Spanish
   - e. School Needs
     1. Get parents and children interested in finishing high school
     2. Ways in which parents can help their child learn at home
     3. Parents as volunteers (aides)
     4. Assistance to high school seniors wanting to go to college
   - f. Center for teenagers to gather in

4. Visit Muscatine Migrant Center

5. Visit Public Library

6. Get to know the people--take kids swimming, to the movies, to the park, talk, etc.

APPENDIX G

Grading Procedures and Evaluation Form

Grading Procedures for Interns

The intent of the Teacher Corps grading system is to provide interns with as much information regarding their progress as possible during the program. Interns will also be given the opportunity to repeat parts of the program if they wish to change their grades.

Course Titles and Grades

Interns will be registered at the beginning of the Teacher Corps program in eight courses or Module Clusters. These will appear on the interns' transcripts as follows:

7T:91 Module Cluster 1: Human Relations: Knowledge of Self

7T:92 Module Cluster 2: Human Relations: Interpersonal Relationships

7T:93 Module Cluster 3: Schools and Communities

7T:94 Module Cluster 4: Curriculum and Learning Theory

7T:95 Module Cluster 5: Classroom Management

7T:96 Module Cluster 6: Teaching Skills and Methodology (includes student teaching)

7T:97 Module Cluster 7: Bilingual-Bicultural Studies

7T:98 Module Cluster 8: Understanding Individual Differences

Interns will receive a grade of I (Incomplete) for each course or Module Cluster until that particular Module Cluster is completed. This procedure is necessary because the Module Clusters in several instances will not be complete after the first typical University grading period. When a Module Cluster is completed, the interns will receive a letter grade of A, B, C, or I.

Method of Determining Module Cluster Grades

Each of the Module Clusters is composed of two or more Modules, for which at least one Teacher Corps faculty member is responsible. Interns will be given a Module grade as soon as each module is completed. The interns will be informed at the beginning of each Module as to how he/she will be graded. One of two methods will be used:

Method One: The interns will receive either a P (Pass) or an I (Incomplete).

Method Two: The interns will receive a letter grade of A, B, C, or I.

Interns will be informed at the beginning of each Module which of the above methods of grading will be used.

The criteria for grading will also be made public at the beginning of each Module. In other words, interns will know in advance how their performance in each Module will be evaluated.

Interns receiving an I in a Module will be expected to meet with the course instructor to determine what needs to be done to receive either a P or A, B, C grade.

Interns also have the option of repeating parts of a Module in which they have received a letter grade below an A. For example, if an intern has received a grade of C in a Module, he/she has the option of meeting with the course instructor to determine how to raise that grade. Interns have the option of trying to raise a grade once in each Module.

The grades earned by each intern for Modules within each Module Cluster will be averaged (weighted by semester hours) to determine the interns' grades for each Module Cluster. The Module Cluster grades only will appear on the interns' official transcripts.

Continuous Progress Records

Interns will receive continuous feedback regarding their progress in the program. Written progress reports will be maintained for each intern. As interns complete Modules, grades and comments will be entered into the records. These records are open to the interns at all times. Interns may ask for conferences regarding grades or comments.

These written records will also be available to prospective employers in the event that more detailed evaluations of interns are requested.

INTERN STUDENT TEACHING EVALUATION FORM

Date:

Intern's Name:

Grade:

School:

Person Rating Intern:

General Comments:

Final Grade Recommended: _____

INTERN STUDENT TEACHING EVALUATION FORM

1. To what extent does the intern develop goals with the teacher and plan cooperatively for their attainment?

☐ ☐ ☐ ☐ ☐

Not at all — Very much

2. To what extent does the intern plan lessons adequately with regard to objectives?

☐ ☐ ☐ ☐ ☐

Does not plan adequately — Plans very adequately

3. To what extent does the intern exhibit adequate preparation of his lessons?

☐ ☐ ☐ ☐ ☐

Not prepared — Very prepared

4. To what extent does the intern make effective use of a variety of well-selected materials in daily lessons?

☐ ☐ ☐ ☐ ☐

Never — Often

5. To what extent does the intern relate classroom activities to the student's real environment?

☐ ☐ ☐ ☐ ☐

Does not recognize opportunities — Recognizes opportunities

6. To what extent does the intern employ appropriate teaching methods for his/her objectives?

☐ ☐ ☐ ☐ ☐

Does not employ appropriate methods — Employs appropriate methods

7. To what extent does the intern give adequate directions?

☐ ☐ ☐ ☐ ☐

Not adequate — Very adequate

8. To what extent does the intern discuss goals with the class and the methods by which they may be reached?

☐ ☐ ☐ ☐ ☐

Never — Very often

9. To what extent does the intern introduce intern-prepared materials into the classroom?

☐ ☐ ☐ ☐ ☐

Never — Very often

10. To what extent does the intern encourage the students to participate in discussions and related activities?

☐ ☐ ☐ ☐ ☐

Never Always

11. To what extent does the intern utilize differing opinions and judgments as motivation for study?

☐ ☐ ☐ ☐ ☐

Does not utilize Often utilizes

12. To what extent does the intern anticipate problems in social behavior and take appropriate preventive action?

☐ ☐ ☐ ☐ ☐

Never Always

13. To what extent does the intern maintain appropriate classroom control?

☐ ☐ ☐ ☐ ☐

Never Always

14. To what extent does the intern take constructive action against obvious deviations in social behavior?

☐ ☐ ☐ ☐ ☐

Never Always

15. To what extent does the intern exhibit skills in identifying students' learning difficulties?

☐ ☐ ☐ ☐ ☐

Doesn't notice Notices most

16. To what extent is the intern effective in providing help for students with learning difficulties?

☐ ☐ ☐ ☐ ☐

Doesn't provide help Provides much help

17. To what extent does the intern plan assignments which permit students to work according to their individual needs?

☐ ☐ ☐ ☐ ☐

Never Often

18. To what extent does the intern confer with parents about the progress of pupils?

☐ ☐ ☐ ☐ ☐

Never Often

19. To what extent does the intern provide an environment in which pupils explore different opinions and judgments?

☐ ☐ ☐ ☐ ☐

Never — Very much

20. To what extent does the intern adhere closely to the policy of the school system?

☐ ☐ ☐ ☐ ☐

Ignores school policy — Adheres to school policy

21. To what extent does the intern seek and accept constructive criticism as a means for improving instructional performance?

☐ ☐ ☐ ☐ ☐

Never — Often

22. To what extent is the intern able to incorporate criticism and suggestions into his performance?

☐ ☐ ☐ ☐ ☐

Not able to profit from criticism — Always makes use of constructive criticism

23. To what extent does the intern demonstrate initiative?

☐ ☐ ☐ ☐ ☐

Not at all — Very much

24. To what extent does the intern undertake more than he can adequately handle?

☐ ☐ ☐ ☐ ☐

Consistently overextended — Consistently plans adequately

25. To what extent does the intern display interest and enthusiasm for teaching?

☐ ☐ ☐ ☐ ☐

Very little — Very much

26. To what extent does the intern evidence thoroughness in background preparation?

☐ ☐ ☐ ☐ ☐

Not prepared — Well prepared

27. To what extent does the intern utilize community services, personnel, and resources?

☐ ☐ ☐ ☐ ☐

Never — Often

APPENDIX H

Letter of Explanation

Regarding Teacher Corps Grading Procedures

COPY

THE UNIVERSITY OF IOWA
IOWA CITY, IOWA 52242

College of Education

May 1, 1975

Office of the Registrar:

The College of Education, under contract with the federal government, is preparing twenty teachers for schools in which there are a substantial number of Chicanos. This special program began with the summer session of 1974 and will be completed in August, 1975. The Teacher Education Program for these students will lead to a bachelor's degree from the University of Iowa and will meet the requirements for teacher certification. Since the proposal was an innovative one involving assessment of teacher competencies, instructional plans have been redesigned.

Students progress in their courses in professional education through stages of competency at their own rate. It was anticipated that "Incompletes" would be earned until the modules and their expectations were completed. "Incompletes" normally become "F's" if not completed by the end of the next session of registration. This memorandum recommends extending the period of time that these "Incompletes" may remain as such without the student incurring the "penalty" of an "F."

The attached grade sheets represent the courses and students involved for which it is requested that the Office of the Registrar retain grades of "Incomplete." These courses represent the 1974 Summer Session and the 1975 Fall Semester enrollment which have not yet been completed. Arrangements for postponement of grades had been discussed with Mr. Jack Demitroff at the time of the inception

of the Teacher Corps Project.

It is expected that a substantial number of the "Incompletes" for these two sessions will be completed by the deadline for reporting Spring Semester grades (May 19, 1975). Students in this program will also be registering during the 1975 Summer Session. No "Incompletes" for any of these students will be carried after the termination of the grant or the date of submitting 1975 Summer Session grades (July 29, 1975).

Sincerely,

Howard R. Jones
Dean, College of Education

ms

APPENDIX I

Faculty Summaries of Teacher Corps Modules

SUMMARY OF TEACHER CORPS MODULES

Instructor: Alan R. Frank

Module 2.3

This module was designed to help the interns learn how to plan for and carry out parent conferences.

Module 5.1

This module was designed to help the interns use selected techniques in behavior management. Specific types included behavior modification and classroom meetings (Glaser style).

Module 5.2

This module was designed to help the interns learn how to write narrative pupil progress reports.

Module 6.1

This module was designed to help interns learn how to prepare instructional objectives and develop lesson plans. The module also covered the topic of task analysis.

Module 6.6

This module was designed to help interns learn how to develop a variety of educational materials for children. The module also covered the topic of how to use selected types of audiovisual equipment.

EVALUATION OF MODULES 4.1, 6.1, AND 8.2

Instructor: Jerry L. Gray

Pretest

A pretest of 30 items examining general principles of learning, development, measurement, and individual differences was administered to Teacher Corps interns on the first day I met with them during the summer of 1974. The same pretest was administered to students in a regular section of educational psychology on campus under similar conditions. For the 15 interns who completed the sequence of modules within the regular guidelines of the Teacher Corps program, the mean performance was 10.67, and the standard deviation was 2.68. In comparison, 67 students enrolled on campus obtained a mean of 17.84 with a standard deviation of 2.73. Additional evidence of the difference in precourse learning was from the results obtained for the Educational Set Scale administered at the same time as the pretest measure for each group. Teacher Corps interns were substantially more factually oriented ($\bar{X}$ = 9.8, SD = 11.7) in comparison to the more conceptually oriented on-campus students. Teacher Corps interns then were quite distinct from on-campus students with respect to understanding general principles in these modules.

Program

Other than the distinct features of the field-based Teacher Corps program and the on-campus class, the requirements for the objectives common to both groups were identical. That is, both groups were assigned

the same projects and the same measures for assessing their achievement of the objectives.

Posttest

The posttest consisted of 77 multiple choice items which measured the achievement of objectives common to both groups. Interns obtained a mean of 47.53 with a standard deviation of 7.89. On-campus students obtained a mean of 50.51 with a standard deviation of 7.78. Since interns could retake a posttest, performance measurements for all interns on the second testing are also available.

The final mean performance of the 15 interns on the 77 multiple choice items, including the second performance for those who chose to repeat a test, was 53.87 with a standard deviation of 7.70.

Assessment

It can be concluded that Teacher Corps interns compare more favorably to on-campus students in their posttest performances than the pretest performances would have indicated. Given the results of the second test option for interns, it could be concluded that they have a slightly greater understanding of the basic objectives of these modules than on-campus students.

MEMORANDUM

To: Teacher Corps Staff and Interns

From: Jerry L. Gray

Date: June 14, 1974

Re: Modules 4.1, 6.1, and 8.2

The following is a description of Modules 4.1, 6.1, and 8.2 with general objectives and tentative time allowances. Also included in this memorandum is a flow chart of modular evaluation.

MODULE CLUSTER 4.0 KNOWLEDGE OF CURRICULUM AND LEARNING THEORY

MODULE 4.1 LEARNING AND DEVELOPMENT

Submodule 4.1.1 Course of Development submodule will consider emotional, intellectual, physical, and social characteristics of children from birth to adulthood by age-level. Primary emphasis will be placed on characteristics of middle-class children during elementary school years. Socio-economical and cultural factors will be used in amplifying developmental characteristics ascribed to middle-class children.

Modular unit 4.1.1.1 Identify theories and principles of development.
Modular unit 4.1.1.2 Identify ways and means of analyzing characteristics of children.
Modular unit 4.1.1.3 Identify characteristics of children in various age groups.
Modular unit 4.1.1.4 Identify differences among children within and between age groups.
Modular unit 4.1.1.5 Identify individual and group factors which are related to differences among children within and between age groups.

This Submodule is a prerequisite for submodules 4.1.2, 4.1.3. 4.1.5, and module 8.1.

Submodule 4.1.2 Alternative Family Life Style submodule will consider structural characteristics of families which affect behavioral characteristics of children. Primary emphasis will be placed on characteristics of children during the elementary school years.

Modular unit 4.1.2.1 Identify characteristics of family structures.
Modular unit 4.1.2.2 Identify effects of alternative family structures on behavioral characteristics of children.

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Submodule 4.1.3 Alternative Community Life Style submodule will consider structural characteristics of communities which affect behavioral characteristics of children. Primary emphasis will be placed on characteristics of children during the elementary school years.

Modular unit 4.1.3.1 Identify characteristics of community structures.
Modular unit 4.1.3.2 Identify effects of alternative community structures on behavioral characteristics of children.

Submodule 4.1.4 The Events of Learning submodule will consider principles of learning theories. Primary emphasis will be placed on how children learn in classrooms.

Modular unit 4.1.4.1 Identify basic concepts and principles of cognitive and behavioral learning theories.
Modular unit 4.1.4.2 Identify similarities and differences between concepts and principles of cognitive and behavioral learning theories.

This Submodule is a prerequisite for submodule 6.1, and module 8.2.

Submodule 4.1.5 School Learning Milieus will be built around an eclectic view of learning. Appropriate concepts and principles from cognitive and behavioral learning theories will be used depending upon the nature of the learning experience and the learner's style.

Modular unit 4.1.5.1 Identify conditions of several simulated classroom learning situations.
Modular unit 4.1.5.2 Identify conditions under which instruction can be adapted to a learner's style within a group learning situation.
Modular unit 4.1.5.3 Identify conditions for designing instruction for a child of a given learning style.
Modular unit 4.1.5.4 Identify conditions under which a learner's style can be modified.

MODULE CLUSTER 8.0 UNDERSTANDING INDIVIDUAL DIFFERENCES

MODULE 8.2 UNDERSTANDING INDIVIDUAL DIFFERENCES IN LEARNER STYLES

Submodule 8.2.1 Learner Styles submodule will consist of identifying the characteristics of children with different learning styles. The primary emphasis will be on illustrating individual differences in how children learn. This unit is a prerequisite for submodule 6.1.

Modular unit 8.2.1.1 Identify characteristics of each learner style.
Modular unit 8.2.1.2 Identify the developmental changes for each learner style.

Competencies

In general, the intern will have the following competencies by the end of each phase of the teacher corps program, i.e., for modules 4.1, 6.1, and 8.2.

Phase I
(Summer, 1974)

1. Identify the goals of development.
2. Identify the subgoals of development in relation to age.
3. Identify concepts and principles of developmental theories.
4. Identify ways and means of analyzing characteristics of children.
5. Identify the characteristics of children in relation to age.
6. Identify the nature of family structures.
7. Identify the nature of community structures.
8. Interpret simulated case studies of individual children.
9. Identify social, economical, and cultural background effects on patterns of development.

Phase II
(First 12 weeks of academic year, 1974-75)

1. All of the above in Phase I.
2. Identify the concepts and principles of learning theories.
3. Explain the effects of family structure on the behavioral characteristics of children.
4. Explain the effects of community structure on the behavioral characteristics of children.
5. Administer and interpret a case study on each of two children at two different ages.
6. Interpret simulated case studies of families.
7. Interpret simulated case studies of communities.

Phase III
(Second 12 weeks of academic year, 1974-75)

1. All of the above in Phases I and II.
2. Identify characteristics of children with different learning styles.
3. Identify how and what children learn in varied school milieus.
4. Interpret simulated case studies of school learning milieus.
5. Administer and interpret a case study for two families.
6. Administer and interpret a case study of a community.

Phase IV
(Third 12 weeks of academic year, 1974-75)

1. All of the above in Phases I, II, and III.
2. Administer and interpret a case study of school learning milieus.

Phase V
(Summer, 1975)

1. All of the above in Phases I, II, III, and IV.

MODULE 4.1
Learning and Development

Phase I
(Summer, 1974)

4.1.1 Development	(C) 5T
	(O) 3T
4.1.2 Family Life Style	(C) 3T
	(O) 2T
4.1.3 Community Life Style	(C) 3T
	(O) 2T

Mesh (Howe, Shepardson (C))
(Matthes, Shymansky (O))

Assistance (Gene Skinner)

18T

Phase II
(Fall, 1974)

4.1.1 Development	(I) 9T
	(P) 5T
4.1.4 Learning	(C) 5T
	(O) 3T
8.2.1 Learner Style	(C) 5T
	(O) 3T
4.1.2 Family Life Style	(I) 6T
4.1.3 Community Life Style	(I) 6T
6.1.1 School Learning	(C) 5T
	(O) 3T

Mesh (Fitch (C))
(Frank, Hood (O))
(Shymansky (P))

50T

Phase III
(Winter, 1974)

4.1.4 Learning	(I) 9T
8.2.1 Learner Style	(I) 9T
6.1.1 School Learning	(I) 9T
4.1.2 Family Life Style	(P) 5T
4.1.3 Community Life Style	(P) 5

Mesh (Matthes (P))

Assistance (Gene Skinner)

34T

Phase IV
(Spring, 1975)

4.1.4 Learning	(P) 9T
8.2.1 Learner Style	(P) 5T
6.1.1 School Learning	(P) 9T

Mesh (Fitch, Frank, Hood, Zweng (P))

23T

Phase V
(Summer, 1975)

none

0T

C=Contact	26
I=Independent Stud.	48
O=Observation	16
P=Practicum	44
T=Time/hours	134

Phase	T
I	18
II	50
III	43
IV	23
V	0
	134

Evaluation:

Knowledge Component

Pre-Test of Modular Components
(first meeting)
Post-Test of Modular Components
(after 4.1, 6.1, and 8.2)

Post-test performance will be compared to on-campus student performance. Pre-post change performance on each modular unit will be assessed for the purposes of feedback and corrective instruction.

M E M O R A N D U M

TO: Paul Retish
FROM: Joyce Hood
DATE: July 25, 1975
RE: Module 4.3 Reading Curriculum and Learning Theory
Module 4.6 Language Arts Curriculum and Learning Theory
Module 6.3 Reading Teaching Skills and Methodology
Module 6.8 Language Arts Teaching Skills and Methodology

Classroom Activities for Summer Session, 1975

Date	Activity
June 12 & 13	Open-ended discussion--Objective: The intern will recognize within his experiences those aspects of reading and language arts the school is responsible to train.
June 14	Lecture--Objectives: 1. The intern will observe the interrelationships among reading, writing, listening, and speaking in the curriculum of language arts. 2. The intern will observe the developmental sequence involved in learning reading and language arts.
	Reading assignment due July 27 (later rescinded) and July 27 lecture--Objective: The intern will perceive similarities and differences in the view of language arts which grew out of the Dartmouth Seminar and that developed during the first three sessions of this course.
June 28	Visit to the Curriculum Laboratory. Lecture--Objective: The intern will become acquainted with the large variety of teaching materials available in reading and language arts and will think about whether it is justifiable to spend money on these.
July 1	Lecture--Objective: The intern will see two different approaches to teaching the reading and writing of English, one making use of spelling regularities and the other ignoring them.
July 3	Lecture--Objective: The intern will understand differences in learning style that may be related to the two approaches to spelling described above.
July 5	Free time for studying curricular materials.
July 16	Lecture--Objective: The intern will understand: 1. that learning to read is learning to comprehend print, not learning to discuss ideas which have been read. 2. that learning

Date	Activity
July 16 (cont.)	to comprehend print requires the integration of information obtained from letters, words, and phrases (that is, reading is receiving information from combinations of visual, syntactic, and semantic cues). 3. that fluent readers use proportionately fewer visual cues than beginners do. 4. that there are three approaches to teaching beginners to read English, each beginning with emphasis on a different set of cues. 5. that, although Spanish spelling cues are more informative than English, syntactic and semantic cues may be involved in fluent reading of Spanish as well as English.
July 18	Time donated to Robert Leos, Debbie Caldwell, and Rita Watts to introduce bilingual materials and teaching skills.

Evaluation of Summer Session Activities

By the end of the summer session, I had concluded that my presentations were too abstract. I should have begun with concrete demonstrations of what to do in the classroom and provided simulated practices of the teaching skills.

Classroom Activities for Fall and Spring Semesters, 1974-75

Date	Component	Activity
September 3	4.6.1	Handwriting
September 10	4.6.2	Language experience stories
September 17	4.3.1	Sight vocabulary
September 24	4.3.2	Oral reading analysis
October 1		Review, answer questions
October 8	4.6.3	Spelling
October 15	4.6.4	Writing
October 22	4.3.4	Guided reading lessons
October 29	4.3.3	Word identification
November 5	4.6.5	Readiness
November 12	4.3.5	Vocabulary development

Date	Component	Activity
November 19	4.3.6	Comprehension
November 26	4.3.7	Study skills
December 3		Workshop session
January 14	4.6.6	Teaching group discussion skills
January 21	4.6.7	Drama
January 28	4.3.8	Reading disabilities
February 4	4.3.9 4.3.10	The whole language and spelling pattern approaches to teaching beginning reading
February 11	4.3.9A 4.3.10A	Which approach is best for teaching reading in a second language. (I added this last topic at the interns' request.)

Evaluation of Fall and Spring Semester Activities

As the semester progressed, I evolved an efficient delivery system. I prepared tape-recorded lectures for each topic. Interns then had a choice between listening to the scheduled live lecture and listening to a taped lecture for a topic related to an assigned teaching activity they were planning. I traveled twice a week, visiting each of the four communities every other week. I scheduled conferences with individual interns to discuss assignments and teaching problems. Thus I could keep up with individual evaluations of completed work quite satisfactorily during most of the year. For component 4.3.12, each intern gave a presentation in class (or to me privately) describing the daily schedule followed by his or her cooperating teacher and the textbooks and other materials the teacher used in teaching reading and language arts.

Classroom Activities for the Summer Session, 1975

Group meetings for components. 4.6.8: Children's Literature and 4.6.10: Language Arts Curriculum were held on July 7, 8, and 9. During the first six weeks of the summer session, I also held at least one, and often several, two-hour conferences with each intern individually to review the year's work and to decide upon their final grades.

Evaluation of Summer Session Activities

I fulfilled my objectives (see attached pages) for the summer session except that I omitted the third assignment for component 4.6.10. I was

satisfied that my grades accurately reflected knowledge gained in these modules and that interns understood and accepted the criteria by which grades were determined.

Note: I have attached six pages which summarize the objectives for these courses (see also Appendix B) and a photocopy of the form on which the record of an intern's progress was kept.

JH:mrh

Module 4.3 Reading curriculum and learning theory 2 s.h.

Instructor: Joyce Hood

Objective: The intern will demonstrate an understanding of the following aspects of learning to read:

1. how to base instructional strategies on the results of an informal SIGHT VOCABULARY test
2. the use of ORAL READING ANALYSIS as a diagnostic tool
3. a sequence to follow in teaching WORD IDENTIFICATION skills
4. conducting GUIDED READING LESSONS appropriate to children's present stage in the development of reading skill
5. promoting VOCABULARY DEVELOPMENT through lessons inside and outside the areas of reading and language arts
6. understanding and teaching children with differing abilities in COMPREHENSION of what they read
7. STUDY SKILLS that enable children to "read to learn"
8. planning prescriptive teaching for children with READING DISABILITIES
9. using the WHOLE LANGUAGE APPROACH in beginning and remedial reading
10. using the SPELLING PATTERN APPROACH in beginning and remedial reading
11. collecting samples of children's work and keeping records to use in CLASSROOM DIAGNOSIS AND REPORTS to parents
12. the explanation of instructional materials and plans in a PROGRAM DESCRIPTION suitable for presentation to the PTA

Prerequisites: None

Pre-assessment: The intern may request an interview in which he or she will demonstrate an understanding of any or all of the items in the objective stated above and be given credit if his or her understanding is equivalent to the minimum required.

Instructional activities

1. Lectures
2. Reading assignments
3. Interviews with and observations of cooperating teachers
4. Critiques by master teachers of performance in assigned projects requiring teaching or evaluation of children's skills

Post-assessment:

1. Exams over lectures and assignments
2. Evaluation of performance in teaching and evaluation assignments

Module 4.6 Language arts curriculum and learning theory 2 s.h.

Instructor: Joyce Hood

Objective: The intern will demonstrate an understanding of the following aspects of learning the language arts:

1. a plan for teaching proper manuscript and cursive HANDWRITING forms
2. the use of dictated LANGUAGE EXPERIENCE STORIES to develop readiness to read
3. the basic vocabulary and the word structure approaches to teaching SPELLING
4. ways to motivate and evaulate children's BASIC WRITING skill
5. guiding and evaluating children's progress in READINESS to read
6. facilitating small group DISCUSSIONS
7. using DRAMATIC ACTIVITIES to further readiness to write and comprehend
8. choosing and using CHILDREN'S LITERATURE to develop literary appreciation and promote practice of reading skills
9. ways to motivate and evaluate children's CREATIVE WRITING ability
10. the integration of the various aspects into a TOTAL PROGRAM for developing language arts

Prerequisites: None

Pre-assessment: The intern may request an interview in which he or she will demonstrate an understanding of any or all of the items in the objective stated above and be given credit if his or her understanding is equivalent to the minimum required.

Instructional activities

1. Lectures
2. Reading assignments
3. Interviews with and observations of cooperating teachers
4. Critiques by master teachers of performance in assigned projects requiring teaching or evaluation of children's skills

Post-assessment:

1. Exams over lectures and assignments
2. Evaluation of performance in teaching and evaluation assignments

Intern: _____

Module Cluster 4.0: Curriculum and Learning Theory

Module 4.6: Language Arts
Component 8: Literature

Objective 1: The intern is acquainted with sources of ideas for using children's literature in teaching.

How was competence measured?

A. The intern prepared a display or report on children's literature which demonstrated one source or one teaching idea (suggestions below).

B. The intern participated in at least one grade-level group meeting where each member presented the display or a report prepared for Objective 1A.

Suggested Displays or Reports

1. A group of three books written two years below grade level according to Botel's Predicting Readability Levels, all dealing with a single topic presented in the grade-level science or social studies text. These books may include a few more difficult words than allowed in Botel's formula if the intern lists the additional difficult words and explains how he/she will provide the children with extra practice for learning these words.

2. A report on children's literature written especially for and about Chicanos, referring to Arbuthnot's recent anthology and to articles in such journals as The Horn Book and Elementary English.

3. Some Caldecott and Newbury Award winners you have read and liked.

4. A sample of hi-interest, lo-vocabulary books with one book from each of at least five series representing at least three publishers, noting the cost of each book.

5. A display of children's books selected to represent certain qualities of the illustrations. References by Huck and Arbuthnot contain chapters on children's book illustrations.

6. A display of recommended books by an author who is mentioned in either Huck's or Arbuthnot's anthology, including a summary of information about the author.

Intern: _____

Module Cluster 4.0: Curriculum and Learning Theory

Module 4.6: Language Arts
Component 10: Language Arts Curriculum

Objective 1: The intern is acquainted with optional materials for teaching language arts—with their cost and with their advantages and disadvantages if included in the total program.

How was competence measured?

The intern participated in a grade-level group meeting where each one of four to six group members contributed each of the following items which were discussed:

1. Locate publisher's catalogs (available from the librarian in the Curriculum Lab) for either:
   1. a basal reader program
   2. a. a speller
      b. a spelling kit
   3. a language arts text
   4. a handwriting workbook

   Determine the total cost of these materials, including teacher's guide and related items you might want to use, assuming twenty-eight children in your class. Bring a sample of the material and your figures on the cost of the program to a group meeting. (Each group member should figure the cost of a different item.)

2. Locate one of the following kinds of supplementary materials and determine the cost for twenty-eight children:
   1. phonic games or workbooks
   2. maps and graphs practice exercises
   3. comprehension exercises
   4. any other kit or workbook you think you might want to use with your class

   Bring a sample of the material, the publisher's address, and your figures on the cost to a grade-level group meeting.

3. Make a transparency of one lesson in the spelling or reading workbook or the maps and graphs workbook or a transparency of a brief written summary of the contents of the language arts textbook or the skills most strongly emphasized in the reading program. Each member of the group should do a different item. These will be discussed in a group meeting to compare the usefulness of the various items.

Module 6.3 Reading teaching skills and methodology

Instructor: Joyce Hood

Objective: The intern will demonstrate independent ability to teach and evaluate children's learning each of the following aspects of reading:

1. how to base instructional strategies on the results of an informal SIGHT VOCABULARY test
2. the use of ORAL READING ANALYSIS as a diagnostic tool
3. a sequence to follow in teaching WORD IDENTIFICATION skills
4. conducting GUIDED READING LESSONS appropriate to children's present stage in the development of reading skill
5. promoting VOCABULARY DEVELOPMENT through lessons inside and outside the areas of reading and language arts
6. understanding and teaching children with differing abilities in COMPREHENSION of what they read
7. STUDY SKILLS that enable children to "read to learn"
8. planning prescriptive teaching for children with READING DISABILITIES
9. using the WHOLE LANGUAGE APPROACH in beginning and remedial reading
10. using the SPELLING PATTERN APPROACH in beginning and remedial reading
11. collecting samples of children's work and keeping records to use in CLASSROOM DIAGNOSIS AND REPORTS to parents
12. the explanation of instructional materials and plans in a PROGRAM DESCTIPTION suitable for presentation to the PTA

Prerequisites: Demonstrations of competence in the related aspects of Module 4.6.

Pre-assessment: If the intern demonstrates competence by pre-assessment of any aspect of Module 4.6 then the intern may request observations of his performance in teaching or evaluation related to that area.

Instructional activities:

1. Lectures
2. Reading assignments
3. Interviews with and observations of cooperating teachers
4. Critiques by master teachers of performance in assigned projects requiring teaching or evaluation of children's skills

Post-assessment:

Evaluation of daily performance in teaching and evaluating children's learning of each aspect of language arts during the student teaching period.

Module 6.8 Language arts teaching skills and methodology

Instructor: Joyce Hood

Objective: The intern will demonstrate independent ability to teach and evaluate children's learning each of the following aspects of language arts:

1. a plan for teaching proper manuscript and cursive HANDWRITING forms
2. the use of dictated LANGUAGE EXPERIENCE STORIES to develop readiness to read
3. the basic vocabulary and the word structure approaches to teaching SPELLING
4. ways to motivate and evaluate children's BASIC WRITING skill
5. guiding and evaluating children's progress in READINESS to read
6. facilitating small group DISCUSSIONS
7. using DRAMATIC ACTIVITIES to further readiness to write and comprehend
8. choosing and using CHILDREN'S LITERATURE to develop literary appreciation and promote practice of reading skills
9. ways to motivate and evaluate children's CREATIVE WRITING ability
10. the integration of the various aspects into a TOTAL PROGRAM for developing language arts

Prerequisites: Demonstrations of competence in the related aspects of Module 4.6.

Pre-assessment: If the intern demonstrates competence by pre-assessment of any aspect of Module 4.6 then the intern may request observations of his performance in teaching or evaluation related to that area.

Instructional activities:

1. Lectures
2. Reading assignments
3. Interviews with and observations of cooperating teachers
4. Critiques by master teachers of performance in assigned projects requiring teaching or evaluation of children's skills

Post-assessment:

Evaluation of daily performance in teaching and evaluating children's learning of each aspect of language arts during the student teaching period.

Intern Both

Reading modules: summary of competencies met

	Topic	C	B	A
6.1	Handwriting	(1) and (2)	(3)	(4), 5, 6, or 7
6.2	Language experience	(1)	2A or (2B)	(3A) or 3B Gerald
6.3	Spelling	(1)	(2)	3 (4) or 5
6.4	Writing	(1)	(2 or 3)	(4)
6.5	Reading readiness	(1) (2.1)	(2.2) and (3)	4A, 4.3, or (5) ✓
6.6	Group discussion	(1)	—	—
6.7	Drama	(1)	—	—
6.8	Literature	P	—	—
6.9	Creative writing	+ (1)	(2)	story starter booklet (3)
6.10	Language arts curriculum	P	—	—
				A
5.1	Sight vocabulary	(1) and (2)	(3)	games for sight voc 4 or (5)
5.2	Oral reading analysis	(1)	(2)	3A, 3B, (3C) or 3D
5.3	Word identification	(1.1) and (1.2)	(2.B) mail	—
5.4	Guided reading lessons	(1.1) and (1.2)	(2)	(3)
5.5	Vocabulary development	(1) campus mail	(2) or (2.1) and (3)	(4) 5 6 7
5.6	Comprehension	(1.1) and (1.2)	(2.A) Nancy, 2B or 2C	3A (3B) 3C
5.7	Study skills	(1A)	( )	( )
5.8	Reading disabilities	P	—	—
5.9	Whole language approach	P	—	—
5.10	Spelling/pattern approach	P	—	—
5.11	Classroom diagnosis and reports	(1)	Pam Bill Kim	(4) Lucy Leigh Mike
5.12	Program description	(1.1) and (1.2)	(1.3)	2A, 2B, or (2C)

A

M E M O R A N D U M

TO: Paul Retish
FROM: Cliff Howe
DATE: July 22, 1975
RE: Summary of Module Cluster 3.0: Schools and Communities for Teacher Corps Final Report

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The major goal of this module was to include content comparable to that included in the regular University course Introduction to Elementary Teaching but to do so in a more performance-based format. Specific objectives are included elsewhere in this report; briefly, the objectives include exposure to various philosophical points of view regarding the role of education, to the various ways elementary schools are organized and staffed, to the functions of various auxiliary personnel, and to the relationship between regular and special education.

Major methods of presentation included the use of videotapes of points of view held by current national leaders in education, individual learning packages, and readings of contemporary authors in education. Because most of this content was not critical to the task of learning to teach, no deadlines were imposed as to when the module must be completed. Interestingly, a number of the interns indicated that the material in this module was of more use to them if it was done after they had completed their academic year in the field-based program. They believed that this background and experience in the classroom made the material more relevant in that they now had some actual experience to which to relate it. The point is that introductory courses in education are typically taught at the beginning of the sequence before the student has much classroom contact with children and schools. It might be interesting to experiment with the idea of including this content near the end of the teacher training program.

CH:mrh

SUMMARY OF BILINGUAL-BICULTURAL COMPONENT

Instructor: Roberto H. Leos

The basic objectives of the bilingual-bicultural component were to provide the interns with an understanding of the philosophy of bilingual-bicultural education. The component was also designed to give the interns the opportunity to utilize a bilingual approach to teaching in the regular classroom.

The Teacher Corps program had neither the personnel nor the materials necessary for meeting the basic objectives of the component. In the selection of faculty members responsible for the various clusters, little was mentioned about the bilingual-bicultural component. It is obvious now that there was almost a total lack of knowledge regarding bilingual-bicultural education on the part of the project originators. The result was a frantic, last minute effort to develop a component on the part of the staff members on whose shoulders the responsibility finally rested.

The assistance of the graduate students hired for the bilingual-bicultural component was useful in the sense that "two heads are better than one"; however, the lack of experience in bilingual-bicultural education on the part of the assistants also hindered the interns' progress.

The main problems are as follows:

1. In the "release time" format, it was difficult to find anyone on the faculty of the College of Education who had the slightest notion of the meaning of bilingual-bicultural education.

2. Very few graduate students in the College of Education had a strong interest in bilingual-bicultural education. It was difficult

finding well-qualified graduate students to work in the bilingual-bicultural component. (Note: This is by no means an indictment of the personnel involved but rather a reflection on the difficulty of implementing a program in a system with no faculty resources. It strongly points to the weaknesses of a college whose staff does not include more than one or two members of ethnic minorities.)

Bilingualism does not make a bilingual-bicultural teacher. A training component should at least include:

1. A history and philosophy of bilingual-bicultural education.
2. Courses or modules in early childhood language acquisition.
3. Differences in the structures of the languages involved.
4. More direct supervision by staff members with a solid background in bilingual-bicultural education.

Bilingual-bicultural teachers must be highly trained individuals. The Teacher Corps Project, with its weaknesses, has managed to build support for bilingual-bicultural education in some schools and, in a very limited sense, within the University. It is very important that the College of Education continue to build on what was started; in the future, if Teacher Corps helped to alleviate some educational injustices, it will have been worth the effort.

PREPARING THE TEACHER CORPS INTERN IN THE METHODS OF ELEMENTARY SCHOOL SCIENCE: A SUMMARY

Instructor: James A. Shymansky

The task of preparing interns to teach science in the elementary school was divided along somewhat nontraditional lines resulting in four basic components. These components were (a) What is Science: Looking at Science Both Inside and Out; (b) Understanding Individual Differences - Finding Out About Kids; (c) Analyzing Classroom Behavior: Nonintervention Studies of Teacher and Student Behavior in the Classroom; and (d) Teaching Science to Children.

The individual components or submodules were designed to allow for a true integration of several key factors in the process of teaching science to elementary school children. Interns were initially given materials and activities dealing with the nature of science and its role in schools. Following this, interns were trained in techniques to assess the cognitive and affective characteristics of the children for whom their instruction would be designed. Finally, the interns conducted investigations of student and teacher behaviors in the classroom in an effort to integrate knowledge on the nature of science and characteristics of the children into a meaningful instructional strategy. Each intern was then given the opportunity to implement the instructional strategy he or she designed during a student teaching term.

MODULE CLUSTER 4.0: CURRICULUM AND LEARNING THEORY

Instructor: Marilyn J. Zweng

Module 4.4: Math

Objective 1: The intern will be able to demonstrate competency regarding Numbers and Numerals:

1. Can describe what is meant by "conservation of number."
2. Can describe the implications of conservation or nonconservation by a child for instruction.
3. Can distinguish between uses of numbers which are ordinal and those which are cardinal.
4. Can describe at least three good activities for teaching the numbers 0 through 9, including at least one which makes provision for addition and subtraction readiness.
5. Can count the number of objects in a set, with the aid of a tally chart, using any place value system with a base between and including 3 and 12.
6. Can list the properties common to all place value systems and can give an example of the property in base 10 (the decimal system) and a nondecimal place value system.
7. Given the description of an activity or device for teaching the meaning of numbers between 10 and 100, describe what properties or concepts the device teaches and its inadequacies, if any.
8. Given a copy of a worksheet or the page from a child's mathematics textbook, evaluate the lesson. This is a lesson on numeration.
9. Be able to describe at least three "good" commercial or homemade devices for teaching the decimal numeration system and why they are "good."

Prerequisites: None

Pre-assessment: None

Instructional Activities: Lectures, discussions, worksheets, manipulative devices, and curriculum laboratory work.

Post-assessment: Written examination

Objective 2: The intern will be able to demonstrate competency regarding The Four Fundamental Operations:

1. Can explain what is meant by a basic addition fact and a basic subtraction fact. Can give an example of an equation which is a statement of a basic fact and an equation which is not a statement of a basic fact.

2. Can identify addends and sums in both addition and subtraction equations.
   1. Can identify applications of the commutative and associative properties of addition and the identity element for addition.
   2. Can provide an example of each of these properties.

3. Can give a reason why the commutative property for addition is useful when teaching the basic addition facts.

4. Can give a reason why the associative property of addition is useful when teaching the basic addition facts.

5. Can describe and evaluate several manipulative aids for teaching basic facts for addition and subtraction.

6. Can describe the two uses of subtraction and, given a "story problem," can identify which of the two types of subtractive situations is described.

7. Can describe techniques for helping children remember "difficult" addition and subtraction facts.

8. Can identify applications of the commutative and associative properties of multiplication and the identity element for multiplication, and can provide an example of each of these properties.

9. Can rename a product as a sum using the distributive property. For example, 6 x (5 + 2). Can rename a sum as a product using the distributive property. For example, (7 x 8) + (7 x 2).

Prerequisites: None

Pre-assessment: None

Instructional Activities: Lectures, discussions, worksheets, manipulative devices, and curriculum laboratory work.

Post-assessment: Written examination

Objective 3: The intern will be able to demonstrate competency regarding Addition, Subtraction, Multiplication, and Division Algorithms for Whole Numbers:

1. Be able to describe, evaluate, and explain how to use all manipulative devices for teaching addition that are demonstrated in class.

2. Be able to explain the addition of two three-place numbers by using expanded notation.

3. Be able to explain mathematically, using properties of number operations, each step in the addition of two two-digit numbers.

4. Be able to describe a mental computation trick and explain why it "works."

5. Be able to demonstrate the addition of two three-digit numbers on a tally chart.

6. Be able to describe what is meant by "budging" and provide or identify examples of "budging" in column addition.

7. Be able to describe, evaluate, and explain how to use all manipulative devices for teaching subtraction that are demonstrated in class.

8. Be able to explain the subtraction of two three-place numbers by using expanded notation.

9. Be able to demonstrate the subtraction of two three-digit numbers on a tally chart.

10. Be able to explain the concepts needed for subtraction when the sum contains one or more zeros. For example,
$$\begin{array}{r} 2003 \\ -\ 947 \end{array}$$

11. Be able to show how to multiply multiples of 10, 100, and 1000, and explain what property of operations on whole numbers is applied at each step in the process; if the step involves using the basic multiplication facts or multiplying powers of 10, be able to identify that these concepts or skills have been applied.

12. Be able to multiply a one-digit number and a two-, three-, or four-digit number using either form A, B, or C shown on the "Multiplication Handout."

13. Be able to show all partial products when multiplying two numbers containing whose numerals have two, three, or four digits.

14. Can divide a pair of numbers using the "repeated subtraction algorithm"; and, for the same division, can do the work with two different sets of partial quotients.

15. Can show the work of the long division algorithm in either the "right side" form or the "pyramid" form.

16. Can explain how to estimate the partial quotient at each step in the division process for any long division exercise. For example:

$$23 \overline{)\,7869} \quad 200$$
$$\underline{4600}$$
$$3269$$

Step 1. $10 \times 23 = 230$
$100 \times 23 = 2300$
$1000 \times 23 = 23000$
$2300 < 7869 < 23000$ so use multiples of 100.

Step 2. Round 23 to 30. Round 7869 to 7000. $7 \div 3$ is about 2. From Step 1, use 200.

Repeat Step 1 and Step 2 until remainder is less than 23.

17. Can write an equation expressing the results of a long division computation.

Prerequisites: None

Pre-assessment: None

Instructional Activities: Lectures, discussions, worksheets, manipulative devices, and curriculum laboratory work.

Post-assessment: Written examination

Objective 4: The intern will be able to demonstrate competency regarding Number Theory:

1. Given any number between 0 and 500, you can determine if it is prime or composite. Also, you must be able to tell what the largest number is that you must test as a divisor of the given number and explain why no larger number need be used.

2. Be able to use the procedure of the "Sieve of Eratosthenes" to find all prime numbers between two given numbers, such as between 200 and 250 or between 700 and 800.

3. Be able to explain why 0 is neither prime nor composite; why 1 is neither prime nor composite.

4. Can state the test for divisibility by 2, 3, 4, 5, 6, 8, 9, 10, 12, 15, 18, 20, and 24, and can use these tests to determine by which of these numbers a large number such as 7, 69, 382 is divisible.

5. Can explain why the test for divisibility by 9 "works" using a specific example such as 76,842.

6. Can explain why the test for divisibility by 4 "works" using a specific example such as 29,736.

7. Can find the prime factorization of any number between 0 and 100,000.

8. Can find the set of all factors of any number between 0 and 100.

9. Can find the set of all common factors of two numbers, each of which is between 0 and 100, using the method of listing all factors of each number.

10. Can find the greatest common factor of two numbers using the method of prime factorization.

11. Can demonstrate a knowledge of the meaning of "multiple" by listing at least ten multiples of any number.

12. Can determine the set of all common multiples of two numbers by listing the multiples of each number and selecting from the two lists the common members.

13. Can determine the least common multiple of two numbers using the method of prime factorization.

Prerequisites: None

Pre-assessment: None

Instructional Activities: Lectures, discussions, and worksheets.

Post-assessment: Written examination

Objective 5: The intern will be able to demonstrate competency regarding Fractional Numbers:

1. Can explain what is meant by "multiplicative inverse" and can give the multiplicative inverse of any whole number and any fractional number.

2. Can demonstrate the meaning of numbers like 1/4, 1/3, 1/6, and 1/8 (unit fractions) by drawing a picture.

3. Can demonstrate the meaning of fractional numbers such as 3/4, 5/8, 2/3, and 3/5 (numerators not equal to) by drawing a picture.

4. Can give the mathematical definition of fractional numbers such as 3/4, 5/8, 2/3, and 3/5.

5. Can list at least ten fractions which name a given fractional number. This includes being able to give ten names for the number 1 and ten names for the number 0.

6. Can describe at least two devices for teaching children how to rename fractional numbers.

7. Can write a definition of a lowest terms fraction; and, for any fractional number, can:
   1. determine if it is or is not named by a lowest terms fraction.
   2. find the lowest terms fraction if it is not already named by a lowest terms fraction.

8. Be able to add any pair of fractional numbers which are named with the same denominator and demonstrate the addition on a number line.

9. Be able to add any pair of fractional numbers which are named with unlike denominators, such as 3/4 and 2/5, and explain why the procedure you use "works."

10. Can demonstrate the meaning of a mixed numeral by expressing it in its expanded form.

11. Can rename a mixed numeral with a fraction and explain the procedure mathematically.

12. Can write the mixed numeral for any fractional number greater than 1 and explain the procedure mathematically.

13. Can add any pair of numbers named by mixed numerals.

14. Be able to compute the product of a whole number and a fractional number (for example, 3 x 4/5) and draw a number line picture to illustrate the product.

15. Can multiply two unit fractions (such as 1/4 and 1/5) and draw an "area" picture that illustrates the product.

16. Can multiply two fractional numbers less than 1 (such as 2/3 and 2/5) and draw an "area" picture that illustrates the product.

17. Can use drawings to explain why we use multiplication to answer questions such as, "What is 1/5 of 2/3?" and "What is 2/3 of 2/5?" (Questions that ask for a "part of")

18. Be able to multiply any two numbers less than 10, named with mixed numerals, by renaming the factors with improper fractions. For example, 2 1/2 x 4 2/3 or 4 3/4 x 3.

19. Be able to multiply a whole number and a mixed number by using the distributive property. For example, 5 x 2 1/2.

20. Be able to draw a number line picture showing partition division. For example, be able to draw a number line picture for the following problem: If a 7/8 yard piece of ribbon is cut into 3 pieces of the same length, how long is each piece? $7/8 \div 3 = N$.

21. Be able to draw a number line picture showing "repeated subtraction" division. For example, be able to draw a number line picture for the following problem: How many pieces of Scotch tape 3/4 inch long can be cut from a 2 1/2 inch piece? $2\ 1/2 \div 3/4 = N$.

22. Be able to name the quotient of any two numbers by writing the quotient as a fraction and then simplifying as in Strategy I described in "Handout 4."

23. Be able to write a multiplication equation equivalent to a given division equation and then solve it for the missing factor as in Strategy II described in "Handout 4."

Prerequisites: None

Pre-assessment: None

Instructional Activities: Lectures, discussions, worksheets, manipulative devices, and curriculum laboratory work.

Post-assessment: Written examination

MODULE CLUSTER 6.0: TEACHING SKILLS AND METHODOLOGY

Instructor: Marilyn J. Zweng

Module 6.4: Math

Objective 1: The intern will be able to demonstrate competency in the following aspects of teaching math:

1. Teach a lesson to between four and six youngsters. Lesson is to be videotaped. In lesson, use Stern blocks and pattern boards or a homemade version of them to assist children in establishing the cardinal concept of the numbers "5" through "9".

2. Select a child whom the classroom teacher identifies as being "below average" in mathematics. Devise a way of evaluating the child's understanding of place value (ones, tens, hundreds, and possibly thousands). You will probably want to use rods or counting sticks in your interview with the child. Once you have established the child's difficulty, provide remediation for the child using about three twenty-minute periods.

NOTE: The intern has a choice of demonstrating competency in either No. 3 or No. 4 below.

3. Plan and conduct three twenty-minute (approximately) sessions in which you teach two to five children who are having difficulty with addition or subtraction facts. (Work with only one operation in these sessions.)

4. Plan and conduct three twenty-minute (approximately) sessions in which you teach two to five children who are having difficulty with multiplication facts.

5. Given a lesson in a first grade mathematics workbook, describe how you might prepare students for the lesson and how you might follow up the lesson.

6. Describe a good game for practicing any (or all) of the four computational procedures.

7. Prepare a series of three lesson plans (for three consecutive days) to introduce for the first time one of the four algorithms.

Prerequisites: Completion of Module 4.4

Pre-assessment: None

Instructional Activities: None. This phase is carried out in the student teaching situation.

Post-assessment: Written descriptions and/or tape recordings of activities will be submitted to the instructor for evaluation.

Objective 2: The intern will be able to demonstrate competency in the following aspects of teaching math:

1. Teach one mathematics class per day for a minimum of five consecutive days. It is preferred that you teach a unit from the beginning to a logical ending point. If this cannot be arranged, any five consecutive days of teaching will satisfy the requirement.

   This is to be done prior to the time that you will be teaching all subjects all day. During the time you are working on this module, you should be primarily responsible for mathematics and only assisting with the other subjects.

   The topic you teach is to be selected by you and your cooperating teacher.

2. Prepare lesson plans for each day you are teaching. Each should include Objectives, Instructional Activities, and an Evaluation. These are to be submitted to me after you complete your unit.

   Copies of any duplicated materials distributed to your class should be included with your lesson plans.

3. Administer an evaluation (test or quiz) at the end of your unit. You may use tests or quizzes supplied with your textbook or devise your own. After correcting the papers and showing them to the youngsters, turn them in with your lesson plans.

4. After each day's teaching, write a brief self-evaluation. If some aspect of your lesson did not go well, suggest what you would do if you had a chance to repeat the lesson. Attach this self-evaluation to the lesson plan for that day.

Prerequisites: Completion of Module 4.4

Pre-assessment: None

Instructional Activities: None. This phase is carried out in the student teaching situation.

Post-assessment: Observation by instructor.

APPENDIX J

Program Evaluation Forms

TEACHER CORPS
The University of Iowa

EVALUATION--PLANNING PERIOD

1. From your perspective, was enough groundwork laid for effective communication between you and other Teacher Corps personnel?
   1. Team Leaders?

      Yes - 57% No - 25% OK - 4% No Response - 14%

   2. Cooperating Teachers?

      Yes - 43% No - 46% No Response - 11%

   3. School Administrators?

      Yes - 36% No - 32% OK - 4% No Response - 28%

   4. Teacher Corps Administration?

      Yes - 36% No - 21% No Response - 43%

   5. Interns?

      Yes - 46% No - 25% OK - 4% No Response - 25%

   6. Teacher Corps Faculty?

      Yes - 28% No - 36% No Response - 36%

2. Were working relationships established during the planning period which have been beneficial to the Teacher Corps project?

   Yes - 46% No - 25% OK - 18% Do Not Know - 4% No Response - 7%

3. Could these relationships have been developed as effectively in less time, or would more time have been beneficial?

   Less Time - 11%
   More Concentrated Time - 4%
   More Time - 32%
   OK As Was - 32%
   Do Not Know - 4%
   No Response - 21%

4. Faculty members, did you have enough time for curriculum planning?

   Yes - 14% No - 14% OK - 4% No Response - 68%

5. School personnel, does the intern's training fit the needs of your classroom or school?

Yes - 32% No - 18% OK - 25% No Response 25%

6. Could more needs have been met if more time had been spent planning curriculum?

Yes - 25% No - 25% Probably - 18%

Do Not Know - 7% No Response - 25%

7. Were Teacher Corps objectives clearly defined during the planning session?

Yes - 21% No - 61% Do Not Know - 7% No Response - 11%

8. Would you have benefited if more objectives had been specified?

Yes - 54% Probably - 7%
No - 21% Do Not Know - 4%
Think So - 4% No Response - 11%

9. How well do you think the needs of these people have been met by the Teacher Corps project?

1. Students?

Not Well - 11% Well - 50% Fair - 32% No Response - 7%

2. Teachers?

Not Well - 28% Well - 32% Fair - 25% No Response - 14%

3. School Administrators?

Not Well - 18% Well - 14% Fair - 25% Do Not Know - 18% No Response - 25%

4. Community Leaders?

Not Well - 11% Well - 11% Fair - 4% Do Not Know - 43% No Response - 32%

5. Community Citizens?

Not Well - 4% Well - 18% Fair - 7% Do Not Know - 46% No Response - 25%

6. Interns?

Not Well - 0% Well - 61% Fair - 11% Do Not Know - 7% No Response - 21%

10. Other comments or criticisms concerning the Teacher Corps planning period?

1. More concentrated time with more people involved early in the project.
2. Since planning was done before interns were known, much of it was irrelevant.
3. Program has been worthwhile.
4. Enjoyed working with interns.
5. Interns were helpful with students and parents.
6. More beneficial for University staff.
7. More clarification was needed. Were interns to be "change agents"?
8. Not aware of planning period.

TEACHER CORPS
The University of Iowa

EVALUATION OF FACULTY PRESENTATIONS

Dr. Robert Fitch

A. The intern should have an understanding of the goals and purposes of social studies teaching for both Chicano and Anglo students.

1. How well was this material presented?

Well - 56% OK - 22% Not Well - 11% Superficially - 11%

2. Was this objective clearly defined?

Yes - 44% OK - 22% No - 33%

3. Were the learning activities clearly defined?

Yes - 67% No - 33%

4. Was the method of assessment clearly defined?

Yes - 44% OK - 22% No - 22%

5. How well did thir objective prepare you for your internship?

Well - 22% OK - 55% Not Well - 11%

B. The intern should learn how to make decisions about selecting and organizing materials for social studies teaching.

1. How well was this material presented?

Well - 33% OK - 22% Not Well - 22% No Response - 22%

2. Was this objective clearly defined?

Yes - 67% No - 33%

3. Were the learning activities clearly defined?

Yes - 56% No - 44%

4. Was the method of assessment clearly defined?

Yes - 33% No - 67%

5. How well did this objective prepare you for your internship?

Well - 33% OK - 11% Not Well - 44% Do Not Know - 11%

C. The intern should learn how to use the basic social studies teaching strategies:
   a. Concept development
   b. Concept attainment
   c. Generalizing

1. How well was this material presented?

Well - 67% OK - 11% Not Well - 11% No Response - 11%

2. Was this objective clearly defined?

Yes - 67% OK - 11% No - 22%

3. Were the learning activities clearly defined?

Yes - 67% OK - 22% No - 11%

4. Was the method of assessment clearly defined?

Yes - 67% OK - 11% No - 22%

5. How well did this objective prepare you for your internship?

Well - 33% OK - 56% Not Well - 11%

D. The intern should understand the different strategies involved when teaching cognitive objectives (knowledge and skills) or affective objectives (attitudes and values) to Chicano or Anglo students.

1. How well was this material presented?

Well - 33% OK - 22% Not Well - 33% No Response - 11%

2. Was this objective clearly defined?

Yes - 33% OK - 22% No - 33% OK for Anglos, not Chicanos - 11%

3. Were the learning activities clearly defined?

Yes - 33% OK - 33% No - 33%

4. Was the method of assessment clearly defined?

Yes - 44% OK - 22% No - 22% No Response - 11%

5. How well did this objective prepare you for your internship?

Well - 33% OK - 33% Not Well - 22% Do Not Know - 11%

I. Would you have benefited if more time had been allowed during the summer for this material? Yes 78% No No No Response - 22%

II. If yes, during which period of the school year should this material be presented?
a) First 8 weeks 11%
b) Second 8 weeks 33% No Response - 33%
c) Second semester 22%

Dr. Alan Frank

A. The intern should learn how to plan lessons.

1. How well was this material presented?

Well - 22% OK - 44% Not Well - 22% No Response - 11%

2. Was this objective clearly defined?

Yes - 56% OK - 22% No - 22%

3. Were the learning activities clearly defined?

Yes - 56% OK - 22% No - 22%

4. Was the method of assessment clearly defined?

Yes - 56% OK - 11% No - 22% No Response - 11%

5. How well did this objective prepare you for your internship?

Well - 22% OK - 56% Not Well - 22%

B. The intern should learn how to analyze educational objectives into small sequential steps (task analysis).

1. How well was this material presented?

Well - 44% OK - 22% Not Well - 11% No Response - 22%

2. Was this objective clearly defined?

Yes - 56% No - 33% No Response - 11%

3. Were the learning activities clearly defined?

Yes - 78% No - 11% No Response - 11%

4. Was the method of assessment clearly defined?

Yes - 78% No - 11% No Response - 11%

5. How well did this objective prepare you for your internship?

C. The intern should begin to develop some general ideas about classroom management.

1. How well was this material presented?

Well - 56% OK - 11% Not Well - 11% No Response - 22%

2. Was this objective clearly defined?

Yes - 44% OK - 33% No Response - 22%

3. Were the learning activities clearly defined?

Yes - 44% OK - 33% No - 11% No Response - 11%

4. Was the method of assessment clearly defined?

Yes - 44% OK - 22% No - 22% No Response - 11%

5. How well did this objective prepare you for your internship?

Well - 33% OK - 33% Not Well - 22% No Response - 11%

I. Would you have benefited if more time had been allowed during the summer for this material?
Yes 44%
No 56%

II. If yes, during which period of the school year should this material be presented?
a) First 8 weeks 33%
b) Second 8 weeks 11%
c) Second semester 33%
All Times - 11%
No Response - 11%

Dr. Jerry Gray

A. The intern should know how to analyze physical, emotional, intellectual, and social characteristics of children; what these should be at various ages; and how to recognize exceptions.

1. How well was this material presented?

Well - 11% OK - 56% Not Well - 11% No Response - 22%

2. Was this objective clearly defined?

Yes - 78% OK - 11% No - 11%

3. Were the learning activities clearly defined?

Yes - 67% OK - 11% No - 11% No Response - 11%

4. Was the method of assessment clearly defined?

Yes - 78% OK - 11% No - 11%

5. How well did this objective prepare you for your internship?

Well - 67% OK - 22% Not Well - 11%

B. The intern should know the principles of development held by these four theorists:
a) Brunner
b) Kohlberg
c) Erikson
d) Piaget

1. How well was this material presented?

Well - 22% OK - 44% Not Well - 22% No Response - 11%

2. Was this objective clearly defined?

Yes - 67% OK - 22% No - 11%

3. Were the learning activities clearly defined?

Yes 56% OK - 11% No - 22% No Response - 11%

4. Was the method of assessment clearly defined?

Yes - 67% OK - 11% No - 22%

5. How well did this objective prepare you for your internship?

Well - 44% OK - 33% Not Well - 11% No Response - 11%

C. The intern should know the basic concepts of assessment and the importance of measurement and evaluation in the teacher-learner process.

1. How well was this material presented?

Well - 22% OK - 11% Not Well 56% No Response - 11%

2. Was this objective clearly defined?

Yes - 56% OK - 11% No - 22% No Response - 11%

3. Were the learning activities clearly defined?

Yes - 44% OK - 11% No - 33% No Response - 11%

4. Was the method of assessment clearly defined?

Yes - 33% OK - 11% No - 44% No Response - 11%

5. How well did this objective prepare you for your internship?

Well - 22% OK - 33% Not Well - 22% No Response - 11%

Do Not Know - 11%

I. Would you have benefited if more time had been allowed during the summer for this material? Yes 56% No 33% No Response - 11%

II. If yes, during which period of the school year should this material be presented?

a) First 8 weeks 56%
b) Second 8 weeks No Response 22%
c) Second semester 22%

Dr. Joyce Hood

A. The intern should become acquainted with the large variety of teaching materials in reading and language arts and think about whether it is justifiable to spend money on them.

1. How well was this material presented?

Well - 56% OK - 33% Not Well - 11%

2. Was this objective clearly defined?

Yes - 78% OK - 11% No - 11%

3. Were the learning activities clearly defined?

Yes - 78% OK - 11% No Response - 11%

4. Was the method of assessment clearly defined?

Yes - 67% OK - 11% No - 22%

5. How well did this objective prepare you for your internship?

B. The intern should be able to understand the differences in learning style that may be related to two different approaches to teaching reading and writing of English. (One approach makes use of spelling regularities and the other ignores them.)

1. How well was this material presented?

Well - 56% OK - 22% Not Well - 11% No Response - 11%

2. Was this objective clearly defined?

Yes - 56% OK - 11% No - 11% No Response - 11%

3. Were the learning activities clearly defined?

Yes - 89% No Response - 11%

4. Was the method of assessment clearly defined?

Yes - 67% No - 22% No Response - 11%

5. How well did this objective prepare you for your internship?

Well - 44% OK - 33% Not Well - 11% No Response - 11%

C. The intern should understand that learning to read is learning to comprehend print, not learning to discuss ideas which have been read, and that learning to comprehend print requires the integration of information from letters, words, and phrases (i.e., receiving information from combinations of visual, syntactic, and semantic cues).

1. How well was this material presented?

Well - 67% OK - 22% Not Well - 11%

2. Was this objective clearly defined?

Yes - 78% OK - 11% No - 11%

3. Were the learning activities clearly defined?

Yes - 78% OK - 11% No Response - 11%

4. Was the method of assessment clearly defined?

Yes - 67% OK - 11% No - 22%

5. How well did this objective prepare you for your internship?

Well - 56% OK - 33% Not Well - 11%

D. The intern should understand the interrelationships among reading, writing, listening, and speaking in the curriculum of language arts and the developmental sequence involved in these skills.

1. How well was this material presented?

Well - 78% Not Well - 11% No Response - 11%

2. Was this objective clearly defined?

Yes - 78% No - 11% No Response - 11%

3. Were the learning activities clearly defined?

Yes - 78% No - 11% No Response - 11%

4. Was the method of assessment clearly defined?

Yes - 67% No - 22% No Response - 11%

5. How well did this objective prepare you for your internship?

Well - 44% OK - 22% Not Well - 11% No Response - 22%

I. Would you have benefited if more time had been allowed during the summer for this material?
Yes 56%
No 44%

II. If yes, during which period of the school year should this material be presented?
a) First 8 weeks 11%
b) Second 8 weeks 11%
c) Second semester 11%
First semester - 22%
No Response - 44%

Dr. Clifford Howe

A. The intern should be able to decide what his view of the "Role of Public Education" is and compare his ideas with other interns and team leaders.

1. How well was this material presented?

Well - 78% OK - 11% No Response - 11%

2. Was this objective clearly defined?

Yes - 89% OK - 11%

3. Were the learning activities clearly defined?

Yes - 89% OK - 11%

4. Was the method of assessment clearly defined?

Yes - 100%

5. How well did this objective prepare you for your internship?

Well - 44% OK - 33% Not Well - 11% No Response - 11%

B. The intern should know the views of six authors (current leaders in the field) regarding the "Role of Public Education" and the organization of elementary schools.

1. How well was this material presented?

Well - 67% OK - 33%

2. Was this objective clearly defined?

Yes - 67% OK - 33%

3. Were the learning activities clearly defined?

Yes - 67% OK - 33%

4. Was the method of assessment clearly defined?

Yes - 67% OK - 33%

5. How well did this objective prepare you for your internship?

Well - 11% OK - 33% Not Well - 22% No Response - 33%

C. The intern should understand the importance of classroom management and control and have some ideas on how to organize a classroom and maintain discipline.

1. How well was this material presented?

Well - 56% Not Well - 22% No Response - 22%

2. Was this objective clearly defined?

Yes - 67% No - 22%

3. Were the learning activities clearly defined?

Yes - 67% OK - 11% No - 22%

4. Was the method of assessment clearly defined?

Yes - 44% OK - 22% No - 33%

5. How well did this objective prepare you for your internship?

Well - 22% OK - 44% Not Well - 11% No Response - 22%

I. Would you have benefited if more time had been allowed during the summer for this material? Yes 67%
No 33%

II. If yes, during which period of the school year should this material be presented?
a) First 8 weeks 56%
b) Second 8 weeks No Response - 22%
c) Second semester 22%

Roberto Leos

A. The intern should know the general differences between bilingual-bicultural classes and classes for teaching English as a second language.

1. How well was this material presented?

Well - 33% OK - 11% Not Well - 56%

2. Was this objective clearly defined?

Yes - 33% OK - 11% No - 56%

3. Were the learning activities clearly defined?

Yes - 56% No - 44%

4. Was the method of assessment clearly defined?

Yes - 33% No - 67%

5. How well did this objective prepare you for your internship?

Well - 22% OK - 11% Not Well - 56% No Response - 11%

B. The intern should know the role of an ESL class within the broader context of bilingual-bicultural education.

1. How well was this material presented?

Well - 11% OK - 22% Not Well - 67%

2. Was this objective clearly defined?

Yes - 33% No - 67%

3. Were the learning activities clearly defined?

Yes - 22% OK - 11% No - 67%

4. Was the method of assessment clearly defined?

Yes - 33% No - 67%

5. How well did this objective prepare you for your internship?

Well - 22% OK - 11% Not Well - 56% No Response - 11%

C. The intern should know how to use some educational materials appropriate for Chicano children.

1. How well was this material presented?

Well - 33% OK - 33% Not Well - 33%

2. Was this objective clearly defined?

Yes - 33% OK - 11% No - 44% No Response - 11%

3. Were the learning activities clearly defined?

Yes - 22% OK - 11% No - 56% No Response - 11%

4. Was the method of assessment clearly defined?

Yes - 33% No 56% No Response - 11%

5. How well did this objective prepare you for your internship?

Well - 33% OK - 11% Not Well - 44% No Response - 11%

I. Would you have benefited if more time had been allowed during the summer for this material? Yes 100%
No

II. If yes, during which period of the school year should this material be presented?
a) First 8 weeks 56%
b) Second 8 weeks
c) Second semester 11%
First semester - 11%
All the time - 11%
No Response - 11%

Dr. William Matthes

A. The intern should be able to demonstrate attending behavior.

1. How well was this material presented?

Well - 89% Not Well - 11%

2. Was this objective clearly defined?

Yes - 89% OK - 11%

3. Were the learning activities clearly defined?

Yes - 89% OK - 11%

4. Was the method of assessment clearly defined?

Yes - 67% OK - 11% No - 22%

5. How well did this objective prepare you for your internship?

Well - 89% Not Well - 11%

B. The intern should be able to recognize the importance of interpersonal skills to the teaching process.

1. How well was this material presented?

Well - 89% Not Well - 11%

2. Was this objective clearly defined?

Yes - 89% OK - 11%

3. Were the learning activities clearly defined?

Yes - 89% OK - 11%

4. Was the method of assessment clearly defined?

Yes - 67% OK - 11% No - 22%

5. How well did this objective prepare you for your internship?

Well - 78% OK - 22%

C. The intern should know a rationale for the behavior of self-disclosure.

1. How well was this material presented?

Well - 89% OK - 11%

2. Was this objective clearly defined?

Yes - 89% OK - 11%

3. Were the learning activities clearly defined?

Yes - 89% OK - 11%

4. Was the method of assessment clearly defined?

Yes - 67% OK - 11% No - 22%

5. How well did this objective prepare you for your internship?

Well - 78% OK - 11% No Response - 11%

D. The intern should be able to interpret verbal and nonverbal communication.

1. How well was this material presented?

Well - 78% OK - 11% Not Well - 11%

2. Was this objective clearly defined?

Yes - 89% No - 11%

3. Were the learning activities clearly defined?

Yes - 78% OK - 11% No - 11%

4. Was the method of assessment clearly defined?

Yes - 67% OK - 22% No - 11%

5. How well did this objective prepare you for your internship?

Well - 44% OK - 22% No Response - 22%

Do Not Know - 11%

I. Would you have benefited if more time had been allowed during the summer for this material?
Yes 67%
No 33%

II. If yes, during which period of the school year should this material be presented?
a) First 8 weeks 44%
b) Second 8 weeks No Response - 33%
c) Second semester 22%

Dr. Marilyn Zweng

A. The intern should have an interest in and an enthusiasm for teaching mathematics.

1. How well was this material presented?

Well - 89% Not Well - 11%

2. Was this objective clearly defined?

Yes - 78% OK - 11% No - 11%

3. Were the learning activities clearly defined?

Yes - 89% No - 11%

4. Was the method of assessment clearly defined?

Yes - 89% No - 11%

5. How well did this objective prepare you for your internship?

Well - 89% Not Well - 11%

B. The intern should have empathy for youngsters with learning difficulties and creativity in assisting these youngsters with mathematics.

1. How well was this material presented?

Well - 89% Not Well - 11%

2. Was this objective clearly defined?

Yes - 89% No - 11%

3. Were the learning activities clearly defined?

Yes - 89% No - 11%

4. Was the method of assessment clearly defined?

Yes - 89% No - 11%

5. How well did this objective prepare you for your internship?

Well - 78% OK - 11% Not Well - 11%

I. Would you have benefited if more time had been allowed during the summer for this material?
Yes 44%
No 56%

II. If yes, during which period of the school year should this material be presented?
a) First 8 weeks 22%
b) Second 8 weeks
c) Second semester 22%
First semester - 11%
No Response - 44%

TEACHER CORPS
The University of Iowa

EVALUATION--COOPERATING TEACHER

1. How many interns have you had in your classroom for observation and/or teaching?

   One student - 10 = 53%
   Two students - 6 = 31%
   Three students - 3 = 15%

2. How many years teaching experience have you had?

   1 to 5 years - 6 = 31%
   6 to 10 years - 5 = 26%
   11 to 15 years - 2 = 10%
   16 to 20 years - 4 = 21%
   21 to 25 years - 1 = 5%
   26 to 30 years - 0
   31 to 35 years - 1 = 5%

3. Did you volunteer to assist in the Teacher Corps program or were you instructed to take part?

   Volunteered - 8 = 42%
   Asked/Accepted - 6 = 31%
   Appointed - 5 = 26%
   Coerced - 0

4. Was your orientation prior to participation adequate enough to give you a sound basis for working in the program?

   Not adequate - 13 = 68%
   Barely adequate - 2 = 10%
   Adequate - 4 = 21%
   Good - 0

5. What could you have used in the way of an orientation that was not given to you?

   Did not know what was expected of intern or cooperating teacher - 9 = 47%
   Better communication - 2 = 10%
   Purpose of Teacher Corps - 1 = 5%
   Experience interns needed - 1 = 5%
   Group meetings where we could ask questions - 1 = 5%
   Team leader should have had more information - 1 = 5%
   More time with interns - 1 = 5%
   Any information would have been helpful - 1 = 5%
   Misinformed concerning actual duties and responsibilities. We thought the interns would have <u>some</u> methods courses <u>before</u> coming to us - 1 = 5%

5. (continued)

We had no idea of their requirements and capabilities - 1 = 5%
Believe newness was part of the problem (not knowing what to expect). Team leaders made effort to be helpful - 1 = 5%
No answer - 2 = 10%

6. Do you understand the role and responsibilities which the Teacher Corps intern has in your room?

Yes - 15 = 79%
No - 4 = 21%

7. If no, what do you understand?

Had expected more cooperation and leadership from intern - 8 = 42%
Knew what to expect from intern - 4 = 21%
Did not know the role of intern until the final week - 1 = 5%
No answer - 4 = 21%

8. Is the role of the intern in your classroom beneficial to other classroom activities?

Yes - 19 = 100%
No - 0

Helped individual students - 4 = 21%
Very helpful - 3 = 15%
I would have not had time to do many activities that we have done this year without the interns because many of these activities are time consuming for one teacher - 1 = 5%
Sometimes helpful - 3 = 15%
Helpful most of the time - 1 = 5%
No reason given - 5 = 25%

9. Were you expecting the Teacher Corps intern to be similar to a student teacher?

Yes - 13 = 68%
No - 5 = 26%
Do not know - 1 = 5%

10. Does the intern differ from a student teacher?

Yes - 18 = 95%
No - 1 = 5%

In what way?

Student teacher assumes more responsibility - 8 = 42%
Intern supposed to work on assignments from University classes instead of running classroom activities - 3 = 15%

10. (continued)

Intern does more observation - 2 = 10%
Many responsibilities outside classroom - 1 = 5%
Many activities to carry out on own - 1 = 5%
Intern is paid - 1 = 5%
Intern is involved in a longer classroom experience - 1 = 5%
Intern does not get as involved with students as a student teacher would - 1 = 5%
Intern functions more as an aid than as a teacher - 1 = 5%
Intern has only one-half day in classroom - 1 = 5%

11. Has the team leader assisted you in finding information you need concerning the program?

Yes - 15 = 79%
No - 3 = 15%
No answer - 1 = 5%

12. How frequently and in what kind of situations do you see the team leader?

Every day - 3 = 15%
Twice a week - 1 = 5%
Once a week (sometimes more often) - 5 = 25%
Quite often - 2 = 10%
Several times - 2 = 10%
Twice - 2 = 10%
Once before and once during semester - 1 = 5%
When the program was explained - 1 = 5%
Time is limited; when team leader is there, the cooperating teacher is busy with other things - 1 = 5%
During formal discussions with intern and team leader; informally with team leader if team leader had a problem - 1 = 5%
Informally - 4 = 21%
In the building everyday - 4 = 21%
When in the classroom to see intern - 1 = 5%

13. Do you feel you see the team leader frequently enough?

Yes - 15 = 79%
No - 3 = 15%
No answer - 1 = 5%

14. Do you feel the channels of communication between you and the intern have been open?

Yes - 18 = 95%
No - 1 = 5%

15. Do you feel the team leader has been responsive to your concerns?

Yes - 18 = 95%
No - 0
No answer - 1 = 5%

16. Do you feel the directorship of the program has responded adequately to individual concerns?

Yes - 10 = 53%
No - 2 = 10%
Not sure - 4 = 21%
No answer - 3 = 15%

In reference to what problem?

Attitude toward the Pledge of Allegiance episode - 2 = 10%
Lack of communication during the first quarter; cooperating teacher did not know the role of the intern - 1 = 5%
Observers from the University seemed to know and understand the individual characteristics of the interns - 1 = 5%
All academic areas were observed by each intern - 1 = 5%
The program was flexible for the interns; that is good - 1 = 5%
Other teachers had problems with interns; I cannot be specific - 1 = 5%
No answer - 12 = 63%

17. What do you feel the minimum salary should be for a cooperating teacher in the Teacher Corps program?

No idea - 3 = 15%
Salary was fair - 1 = 5%
Donating time essentially - 3 = 15%
Token salary - 1 = 5%
Does not matter - 2 = 10%
Should be comparable to student teacher compensation - 2 = 10%
$50 per semester - 5 = 26%
$100 per semester - 1 = 5%
$250 per semester - 1 = 5%
No answer - 1 = 5%

18. Would you like the Teacher Corps program to incorporate some inservice training for academic credit at no cost to you in the program?

Yes - 11 = 58%
No - 5 = 26%
Maybe - 1 = 5%
No answer - 2 = 10%

19. What subject matter areas would you like to see offered under Teacher Corps sponsorship?

Cultural background of Spanish-American people - 2 = 10%
Materials for non-English students - 1 = 5%

19. (continued)

Bilingual educational programs; what is being done in the area and what can be done in the classroom - 1 = 5%
Spanish - 3 = 15%
Language development - 1 = 5%
Behavior management and human interaction ideas - 1 = 5%
Supervision of student interns - 2 = 10%
How to individualize instruction - 1 = 5%
Nothing - 1 = 5%
No answer - 5 = 26%

20. What format would you like these sessions to take (regular University courses, short workshops, seminars)? Describe a format most suitable to you.

Short workshops - 9 = 47%
Regular University courses - 2 = 10%
Seminars - 2 = 10%
Workshop with credit - 1 = 5%
None - 2 = 10%
No answer - 4 = 21%

21. How much time per week would you like to commit to Teacher Corps inservice training?

None - 2 = 10%
As much as needed to make a good program - 3 = 15%
Three hours - 2 = 10%
Two hours - 2 = 10%
One to two hours - 2 = 10%
One hour - 2 = 10%
No answer - 4 = 21%

Comments and/or Criticisms:

I am not interested in this program in the future.
I think the program has merit. Perhaps with the evaluation form, more knowledge of the subject will warrant a more efficient program.
I would really rather work with a student teacher program. Student teachers have some ideas and questions. They are further advanced and are ready to go ahead into real teaching. I have had two student teachers in my classroom before, and this is the basis for my decision. The work that is done for and with the student teacher seems to be more valuable.
Some of the bilingual students "rally" around the interns, which sometimes seems to alienate some of the other students from the interns.

(Average response for each question)

TEACHER CORPS
The University of Iowa

GENERAL EVALUATION

1. To what extent do you feel the school in which you are located has been receptive to the Teacher Corps program?

(not at all) (very little) (I don't know) (much) (very much)
1 2 3 4 5
4.12

2. To what extent did last summer's program enable you to become familiar with the culture of the community where you are working?

1 2 2.42 3 4 5

3. To what extent did last summer's program teach you to relate to others (interns, teachers, team leaders, parents, and children)?

1 2 3 3.75 4 5

4. Do you feel this summer's program provided you with enough opportunity to interact with other interns?

1 2 3 3.75 4 5

5. Were you satisfied with your particular school assignment
for the first eight-week session?

1 2 3 4 5
4.00

for the second eight-week session?

1 2 3 3.88 4 5

6. Do you feel the role of the team leader has been clearly defined?

1 2 3 4 5
3.75

7. Do you feel the role of the community coordinator has been clearly defined?

1 2 2.75 3 4 5

8. Do you feel the channels of communication between cooperating teachers and interns are open?

1 2 3 4 5
4.00

9. Do you feel your team leader is responsive to your concerns?

1 2 3 4 4.12 5

General Evaluation

10. Do you feel the directorship of the program has responded adequately to individual concerns?

1 2 2.88 3 4 5

11. Do you feel your role in the classroom was clearly defined?

1 2 2.38 3 4 5

Comments or Criticisms:

STUDENT TEACHER QUESTIONNAIRE

1. I will be student teaching in the elementary classroom at (circle one)

   K 1 2 3 4 5 6 level.

2. My level of anxiety concerning teaching the subject matter in the elementary classroom is best described as: (check one)

   ___ I am extremely anxious and am continually worried about teaching the subject matter in the elementary classroom.

   ___ I am anxious and spend some time worrying about teaching the subject matter in the elementary classroom.

   ___ I am anxious about teaching the subject matter in the elementary classroom, but it has not affected my daily activities.

   ___ I feel little anxiety about teaching the content, but I do spend some time thinking about it.

   ___ I feel no anxiety about teaching the content.

   ___ I feel very confident about teaching the elementary content.

3. I feel my course work has prepared me adequately to teach the subject matter in the elementary classroom. (circle one)

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

4. Are you more anxious about some subject matter areas than others? Yes No

   If yes, which area(s)_____

5. My level of anxiety concerning classroom management (discipline) is best described as: (check one)

   ___ Classroom management (discipline) is the major concern when I think about student teaching, and I feel continually worried.

   ___ Classroom management (discipline) is the major concern when I think about student teaching, and I spend considerable time worrying about it.

   ___ Classroom management (discipline) concerns me, and I spend some time worrying about it.

   ___ Classroom management (discipline) concerns me but I am <u>not</u> worried about it.

   ___ Classroom management (discipline) does not concern me.

   ___ I feel very confident in my capability to manage (the discipline) in an elementary classroom.

6. My level of anxiety in regard to working with a classroom teacher in his or her own classroom is best described as: (check one)

___ I am extremely anxious and am continually worried about working with a classroom teacher in his or her classroom.

___ I am anxious and spend some time worrying about working with a teacher in his or her classroom.

___ I am anxious about working with a teacher in his or her classroom, but it has not affected my daily activities.

___ I feel little anxiety about working with a teacher in his or her classroom, but I do spend some time thinking about it.

___ I feel no anxiety about working with a teacher in his or her classroom.

___ I feel very confident about working with a teacher in his or her classroom.

7. Mark each of these items in terms of your practicum experience.

	Never	1 to 5 times	5 to 10 times	More than 10 times
a. Independently presented a lesson to the whole class.				
b. Assisted or worked with the teacher in presenting a lesson to the whole class.				
c. I had full responsibility for the class (out of sight of another teacher) for at least ten minutes.				
d. Independently directed a small group activity or lesson.				
e. Assisted or worked with the teacher in presenting a lesson or activity to a small group of students.				
f. Independently structured and ran tutoring sessions with individual students.				
g. Followed a teacher's plan in tutoring individual students.				
h. Was responsible for the whole class for a period of time.				
i. Took the initiative to maintain class order by disciplining or talking with misbehaving students.				
j. I worked in an isolated area (out of sight of another teacher) with a small group of students.				
k. I worked in an isolated area with individual students.				

8. Have you been involved with children in other practicums? Yes No

9. Have you worked with groups of children in the summer? Yes No